ENGLISH
for
Missionaries
(English Edition)

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Grammar-Task Index

The following list gives examples of grammar principles that may be helpful in teaching certain principles and performing certain tasks. This list is only a general guide and is not exhaustive. For performing some tasks effectively, you will likely need to learn more grammar than what is presented here; for others, what is presented should be more than adequate.

Your investigators' needs, not this list, should govern your language study. You should carefully determine what you should teach to fulfill your investigators' needs, and use that to determine the grammar you study. In addition, you should remember that learning to perform these tasks and teach these principles is not an end unto itself, but a means to fulfill your purpose as a missionary.

Most principles and tasks have both "basic" and "additional" grammar principles. Missionaries just starting out may want to focus on the basic principles before learning the additional ones.

Principle/Task	Basic	Additional
Lesson 1		
God Is Our Loving Heavenly Father	Be Verb: Present Tense	Inifinitives, Direct and Indirect Objects
The Gospel Blesses Families	Be Verb: Present Tense	Direct and Indirect Objects
Heavenly Father Reveals His Gospel in Every Dispensation	Simple Noun Clauses, Possesive Nouns and Pronouns	Inifinitives
The Savior's Earthly Ministry and Atonement	Possesive Nouns and Pronouns, Inifinitives, Simple Past Tense	Past Progressive
The Great Apostasy	Modals of Ability, Simple Past Tense	Possesive Nouns and Pronouns
The Restoration of the Gospel of Jesus Christ through Joseph Smith	Simple Past Tense	Adjectives and Adverbs
The Book of Mormon: Another Testament of Jesus Christ	Simple Noun Clauses, Adjectives and Adverbs	Inifinitives
Pray to Know the Truth through the Holy Ghost	Adjectives and Adverbs. Modals of Ability	Future Tense
Lesson 2		
Pre-Earth Life: God's Purpose and Plan for Us	Be Verb: Past Tense	Simple Past Tense
The Creation	Simple Past	
Agency and the Fall of Adam and Eve	Be Verb: Past Tense, Modals of Ability	Adjectives and Adverbs, Phrasal Verbs/Two-Word Verbs, Past Progressive
Our Life on Earth	Modals of Ability, Present Progressive, Direct and Indirect Objects	
The Atonement	Possesive Nouns and Pronouns	Inifinitives, Direct and Indirect Objects
The Spirit World	Future Tense	Adjectives and Adverbs
The Resurrection, Judgment, and Immortality	Adjectives and Adverbs, Future Tense	Factual Conditional
Kingdoms of Glory	Future Tense	Adverbial Time Clauses
Lesson 3		
Through Christ We Can Be Cleansed from Sin	Simple Noun Clauses, Modals of Ability, Present Progressive	Possesive Nouns and Pronouns, Modal of Necessity
Faith in Jesus Christ	Simple Present Tense, Factual Conditional	Possesive Nouns and Pronouns, Direct and Indirect Objects
Repentance	Simple Present Tense, Present Progressive, Adverbial Time Clauses	Modals of Ability, Direct and Indirect Objects, Phrasal Verbs/Two-Word Verbs
Baptism, Our First Covenant	Modals of Necessity, Infinitives, Direct and Indirect Objects	Phrasal Verbs/Two-Word Verbs
The Gift of the Holy Ghost	Adjectives and Adverbs, Adverbial Time Clauses	Simple Present Tense, Direct and Indirect Objects
Endure to the End	Simple Present Tense, Modals for Making Invitations or Requests	Modals of Necessity, Present Progressive, Future Tense, Factual Conditional

Lesson 4		
Obedience	Possesive Nouns and Pronouns, Modals of Necessity, Direct and Indirect Objects	Modals of Ability, Factual Conditional
Pray Often	Possesive Nouns and Pronouns, Direct and Indirect Objects	Modals for Making Invitations or Requests
Study the Scriptures	Adjectives and Adverbs, Modal for Suggestion	Gerunds, Phrasal Verbs/Two-Word Verbs
Keep the Sabbath Day Holy	Simple Present Tense, Modal for Suggestions	Factual Conditional
Follow the Prophet	Modals of Necessity	Direct and Indirect Objects
Baptism and Confirmation	Modals of Necessity, Modals for Making Invitations or Requests	Simple Present Tense, Infinitives
Keep the Ten Commandments	Direct and Indirect Objects, Factual Conditional	Simple Present Tense
Live the Law of Chastity	Simple Present Tense, Adjectives and Adverbs	Simple Noun Clauses, Modals for Making Invitations or Requests
Obey the Word of Wisdom	Adjectives and Adverbs, Direct and Indirect Objects	Simple Noun Clauses, Modals for Making Invitations or Requests, Gerunds
Keep the Law of Tithing	Direct and Indirect Objects	Infinitives, Factual Conditional
Observe the Law of the Fast	Adjectives and Adverbs	Gerunds, Factual Conditional
How to Donate Tithes and Offerings	Simple Present Tense	Present Progressive, Present Perfect
Obey and Honor the Law	Modal for Suggestions	Adjectives and Adverbs
Lesson 5		
Priesthood and Auxiliaries	Adjectives and Adverbs, Direct and Indirect Objects	
Missionary Work	Be Verb: Present Tense	Factual Conditional
Eternal Marriage	Factual Conditional	Adjectives and Adverbs
Temples and Family History	Simple Present Tense, Adjectives and Adverbs	Phrasal Verbs/Two-Word Verbs
Service	Infinitives, Present Progressive	Phrasal Verbs/Two-Word Verbs
Teaching and Learning in the Church	Present Progressive	Infinitives
Endure to the End	Simple Present Tense, Factual Conditional	
Missionary Tasks		
Ask Questions	Modals for Asking Permission, Present Progressive	Future Tense, Present Perfect
Conduct a Meeting	Direct and Indirect Objects	Inifinitives, Phrasal Verbs/Two-Word Verbs
Explain Priesthood Ordinances	Adjectives and Adverbs	Gerunds
Extend Commitment Invitations	Simple Noun Clauses, Modals for Making Invitations or Requests, Future Tense	Adjectives and Adverbs
Follow Up on Commitments	Gerunds, Present Perfect	Future Tense, Present Progressive
Get to Know Someone	Be Verb: Present Tense	Present Perfect
Give Directions	Simple Present Tense	
Help People Resolve Their Concerns	Modals of Ability, Future Tense	Modals for Making Invitations or Requests
Make a Telephone Call	Modals for Asking Permission, Infinitives	
Make Appointments	Modals for Asking Permission	Present Perfect
Meet Someone	Infinitives, Modals for Asking Permission	
Obtain Referrals	Modals for Making Invitations or Requests	Present Perfect
Offer a Prayer	Possesive Nouns and Pronouns	Gerunds
Perform Priesthood Ordinances	Direct and Indirect Objects	
Plan Daily and Weekly Activities	Future Tense	Phrasal Verbs/Two-Word Verbs

Share an Experience	Past Progressive	Phrasal Verbs/Two-Word Verbs
Talk with Everyone	Be Verb: Present Tense, Simple Present Tense	
Teach Others How to Pray	Possesive Nouns and Pronouns, Direct and Indirect Objects	Gerunds, Direct and Indirect Objects
Testify	Simple Noun Clauses	Gerunds, Direct and Indirect Objects
Use the Scriptures	Modals for Making Invitations or Requests	Direct and Indirect Objects

How to Use This Book

Organization of the Grammar

The grammar principles in this manual are organized by language functions. *Preach My Gospel* teaches that you should focus your language study "on improving your ability to communicate and teach during scheduled activities" (129). Your language study will be most effective as you think about those that you will be teaching each day, study the grammar principles within the function that most relates to what you will do with those investigators, and think about how you can improve the way you use what you have studied throughout the day.

For example, if you struggle with relating the Joseph Smith story effectively when you teach, you might turn to the function titled, "Narrating experiences and telling stories." You could then study the grammar principles listed in that function, thinking about how you could apply those grammar principles in upcoming teaching situations when you might present the Joseph Smith story.

The purpose of this manual is not simply to teach you grammar, but to help you prepare to teach with greater power and clarity in your mission language.

Grammar Activities

The activities in each grammar lesson build on each other. They begin with drill activities that help you practice identifying a grammar principle, conjugating verbs correctly, and translating sentences. Then they move toward helping you use the grammar principle as you speak and communicate with others. As you perform the activities, think about how you will apply what you are learning in upcoming teaching appointments and other scheduled activities. The activities are designed so that you can do them more than once, thinking about different investigators or teaching situations as you do them. For example, a scripture activity may ask you to identify certain grammar principles from a verse and then prepare to share that scripture with an investigator. You will approach this activity differently depending on the specific needs and situation of each investigator you will be teaching. The grammar principle will be the same, but how you use it may vary.

In this manual, you will find many different kinds of activities. Make sure to read the instructions for each activity and follow them closely. For example, an activity may tell you to do something with a scripture, then teach your companion a lesson based on what you learned. Make sure to do each step in the activity, especially the teaching practice with your companion.

Using Native Speakers—"There is no substitute for talking with native speakers of the language" (*Preach My Gospel*, 129). Any activity that is designated to be done with your companion can also be done with a native speaker from the area where you are serving. In every area where you serve, you should find a native speaker who could help you with the language and who will give you honest and direct feedback. If your companion is also learning the language, regardless of how proficient he or she is, you should make extra efforts to find a native speaker who can help you find areas for improvement and help you master the language. Make sure your conduct is appropriate as you work with native speakers.

"It is extremely important that you stay with your companion at all times. Never make exceptions to this standard for activities that seem innocent but take you away from each other, including being in different rooms in the same building or in a home. Never be alone with, flirt with, or associate in any other inappropriate way with anyone of the opposite sex" (*Missionary Handbook*, 30–33).

Different Ways to Use This Manual

You can use this manual in several different ways to meet your needs, depending on how well you know the language, how long you have been in the mission field, and who you are teaching. For example, a missionary that is new in the mission field may find it most helpful to start at the beginning of the book, review every principle that they learned in the MTC, and then apply it in their daily activities. A more advanced missionary may find it more useful to review grammar principles from the different language functions they will have to use each day to better meet the needs of individual investigators.

A trainer, with his or her new companion, may use a Companion Activity that covers a principle with which his companion really struggles.

The way that you use this manual will probably change as your language skills improve throughout your mission. However, no matter how you use it, make sure that you are doing what best meets your language needs and are not just doing grammar activities to fill your language study time. You will be most effective as you think about specific investigators or teaching situations as you do different activities from this manual.

English Basics

Introduction

Welcome to the exciting world of the English Language! As you look at this language for the first time you will probably notice that this language is very different from your own native language. This lesson will introduce a few need-to-know basics of the alphabet and structure of the English language.

Language about Language

1a

In order to be a more effective English language learner, you must first learn some language about language. When studying English grammar, you must notice which words fit together with other words. This section will introduce you to some of these words. If you do not completely understand the words at first, do not worry. You will understand them better as you study English grammar more and more.

Study the words in bold in this section. Knowing these words will help you as you study the chapters in this book.

Words about Words

- A **noun** is a word that is a person, place, or thing. Here are some words that are nouns: *church, scriptures, prophet, missionary,* and *lesson*.
- A **verb** is a word that shows an action. Here are some words that are verbs: *read, study, ponder, repent, ask, teach, help,* and *ride*.
- An **adjective** is a word that describes something. Here are some adjectives: *red, fast, happy, tired, big, spiritual,* and *smart*.
- An **adverb** is a word that describes an action. Here are some adverbs: *slowly, reverently, quietly, positively, creatively,* and *normally*.

Words about Sentence Parts

The **subject** is the main part of a sentence. It is the person or thing doing the action in the sentence. Here are some examples. The subject is underlined.

The missionary ate lunch.
My mother wrote me a letter.
Elder Tui is my companion.

The **verb** is the action in the sentence. Here are some examples. The verb is underlined.

I cooked dinner.
Brother McDonald drove us to the chapel.
My companion and I study the scriptures every morning.

The **object** is the person or thing that is acted upon or affected by the verb. Here are some examples. The object is underlined.

Joseph Smith translated the Book of Mormon.
We keep the commandments.
We taught a lesson.
Sister Jackson taught Lucy.

A **preposition** is a word that often describes a place or location. Here are some examples. The preposition is underlined.

The bishop is in his office.
The zone leaders are at their apartment.
Your scriptures are on the table.

A **prepositional phrase** is a group of words that describes a place or location. It always contains a preposition and a noun. Here are some examples. The prepositional phrase is underlined.

The ward council meets in the bishop's office.
I am from Taiwan.
Sister Goh lives above the store.

A **clause** is a group of words that contains a subject and a verb. Here are some examples. The clause is underlined.

I usually eat breakfast after I study the scriptures. (time clause)
I know that the church is true. (noun clause)
If you pray, you will receive an answer from God. (result clause)

Other Helpful Words

Base form of a verb is a verb that is in its dictionary form. In order to look up an English word in the dictionary, you must find it in its base form. It is important to know the base form of a verb because English verbs change form when they are used in sentences. For example, look at the following sentences with the verb *go*.

I go to church every week.	(simple present tense)
I am going to church right now.	(present progressive tense)
He goes to church every week.	(simple present tense)
I went to church yesterday.	(simple past tense)
I have gone to church many times.	(present perfect tense)

English Word Order

Every language follows a different word order in its sentences. In English, the subject of the sentence goes first, then the verb, and last the object. Your native language might use a different word order in its sentences. Look at the sentences below and think about how the word order (subject, verb, object) is the same or different from your native language.

Some sentences only have a subject and a verb.

Examples:

Subject	+	Verb
He		cried.
His father		died.
She		laughed.

Some sentences have a subject, verb, and a direct object.

Examples:

Subject	+	Verb	+	Direct Object
Joseph Smith		translated		the Book of Mormon.
My companion		wrote		a scripture journal.
He		reads		the scriptures.

Some sentences have a subject, verb, direct object, and an indirect object.

Examples:

Subject	+	Verb	+	Indirect Object	+	Direct Object
We		gave		him		a Book of Mormon.
My family		sent		me		a letter.
Missionaries		taught		him		the gospel.

Subject Pronouns

A **pronoun** is a noun that replaces another noun. In English, we use certain pronouns to replace the subject of the sentence. The English subject pronouns are *I, you, he, she, it, we,* and *they*. Look at the translations below for these pronouns.

Singular		**Plural**	
I	translation	We	translation
You	translation	You	translation
He She It	translation	They	translation

Now, look at the examples below and notice how the subject can be replaced by a subject pronoun. The subject and subject pronoun are underlined.

The bishop is in the chapel.	→	He is in the chapel.
The Relief Society President is coming to ward council meeting.	→	She is coming to ward council meeting.
The telephone is ringing.	→	It is ringing.
My companion and I are visiting the Wallace family.	→	We are visiting the Wallace family.
Elder Merrill and Elder Mapu are meeting with the mission president.	→	They are meeting with the mission president.

English Pronunciation

This section will explain a few issues about English pronunciation.

1c

Various English Accents

English is the native language of many different countries around the world. The people in each of these countries use different English accents. For example, people in England use a different accent from people in the United States. And people in Australia use a different accent from people in New Zealand. Furthermore, people within a country use different English accents. For example, within the United States, people living in the western part of the Unites States use a different accent from people living in the southern part of the United States.

It is important to realize that there are many different English accents in the world. The English accent used in the listening material for this grammar book may be different from the accent you are using on your mission. Furthermore, the English accent of other missionaries in your mission might be different from the English accent used by the local people in your area. Even though there are many different English accents, the most important English accent for you to study and learn will be the accent used by the people you serve. The best way to learn this accent is to listen carefully to the people around you and try to imitate their pronunciation in your own speaking.

Nevertheless, the English that you learn on your mission will be a valuable asset to both you and the Church when you complete your mission. Many church leaders from around the world use English to communicate with each other. Yet, they all use different English accents. Therefore, while you are on your mission, learn to listen to and understand the variety of English accents you come in contact with. This will allow you to better use your English skills after your mission.

Contractions

Many of the chapters of this book contain information about English contractions. A contraction is when two words are combined into one shorter word. In order to do this, some of the sounds in the two words are deleted. Look at the examples of contractions below. Pay attention to the underlined portions.

Regular Form	Contraction
He is going to the temple.	He's going to the temple.
They can not teach the lesson.	They can't teach the lesson.
I have been baptized a member of the church.	I've been baptized a member of the church.
She has not received a copy of the Book of Mormon.	She hasn't received a copy of the Book of Mormon.

Contractions are commonly used in spoken English. You need to learn to recognize them when you listen to other people so that you correctly understand the grammar they are using. If you do not recognize these contractions when you hear them, you may misunderstand the grammar and learn it incorrectly. Below are some common errors missionaries make because they are not hearing contractions correctly. Even though the sentence with the contraction and the sentence with incorrect grammar are very similar, native speakers can hear the difference between the two.

Contraction	Incorrect Grammar
He's going to the temple.	~~He going to the temple.~~
I've been baptized a member of the church.	~~I been baptized a member of the church.~~
She's not received a copy of the Book of Mormon.	~~She not received a copy of the Book of Mormon.~~

Many of the chapters in this book give you information about contractions used in English. Be sure to study these sections of the chapter so that you can better recognize the grammar when you hear other people use it in their speech. There is also a list on contractions in Appendix 7.

Stressed Words in English Pronunciation

When you listen carefully to English pronunciation, you will notice that some words are stressed more than other words. Stressed words are easier to hear because they are spoken a little bit louder than other words. Nouns, verbs, and adjectives are usually stressed. Other words, like prepositions and pronouns, are not stressed.

Look at the example sentences below. These examples demonstrate how stress normally occurs in English pronunciation. The stressed words are in bold using a larger font. The unstressed words are written in a smaller type font to show that they are said more softly in a sentence.

We can **return** to **God** by **keeping ourselves clean**.

When Christ died, His **body separated** from His **spirit**.

At the **end** of **this life**, **everyone** will **die**.

Can **families bring happiness**?

When should we **visit** the **bishop this week**?

Even though it is easier to hear stressed words, it is important that you learn to hear all words including unstressed words. Unstressed words often convey important grammatical information. Therefore, if you do not notice the unstressed words in native speakers' speech, you might copy their speech incorrectly.

English Alphabet and Pronunciation

Introduction

The most important thing to remember about learning pronunciation is that imitation is the best way. Always carefully watch and listen to native English speakers, and then try to imitate exactly what you see and hear. The following table shows all of the letters of English with the International Phonetic Alphabet (IPA) symbols of them and some examples of their most common sounds in English words. The IPA is a list of symbols that are used in the dictionary to show how words are pronounced. Most IPA symbols look the same as normal letters, but some of them look different. Here is an example from the dictionary to show how IPA symbols are used:

mis·sion·ar·y /**ˈmɪʃ ə ˌnɛr i**/ *noun*: 1. a person sent by a church into an area to carry on evangelism or other activities, as educational work.

Have a native English speaker pronounce each word and notice that spelling does not always correspond to pronunciation in English.

Alphabet

2a

Letter	IPA Symbol	Examples	Letter	IPA Symbol	Examples
a		**a**sk, th**a**nk	**m**		**m**usic, exa**m**ple, proble**m**
		art, m**a**rk	**n**		**n**ice, te**n**der, lea**n**
b		**b**elieve, a**b**out, ro**b**	**o**		**o**de, p**o**le, s**o**
c		**c**ome, a**c**t, bla**ck**			h**o**t
		circle, fa**c**e	**p**		**P**eter, as**p**en, mo**p**
d		**d**ay, en**d**ure, a**dd**	**q**		**q**uick, **q**uiet
e		**E**ther, f**ee**l, tr**ee**	**r**		**r**iver, a**rr**ive, floo**r**
		edge, r**e**d	**s**		**s**and, mi**s**ter, cla**ss**
f		**f**ather, con**f**ess, lea**f**	**t**		**t**eacher, a**tt**ic, cu**t**
g		**g**ood, a**g**ain, bi**g**	**u**		**u**nder, c**u**p
		general, lar**g**er, bevera**g**e			s**u**per, bl**ue**
h		**h**it, be**h**ave	**v**		**v**ery, mo**v**ie, lo**v**e
i		**i**t, c**i**ty	**w**		**w**ater, re**w**ard, bo**w**
		ice, s**i**de	**x**		e**x**it, wa**x**
j		**j**udge	**y**		**y**ear, be**y**ond, bo**y**
k		**k**ite, ba**k**e	**z**		**z**oo, cra**z**y, bu**zz**
l		**l**ife, be**l**ow, be**ll**			

Consonants

There are many consonant sounds in English. Some of them may be similar to the sounds in your language, and others may be very different. The table below shows the most common consonants in English as well as some examples of words that use them. Study the consonant table below. Have a native English speaker pronounce each word and try to imitate exactly what you hear.

2b

Letter	IPA Symbol	In Your Language	Examples
b	b		**b**ee, a**b**out, kno**b**
p	p		**P**eter, as**p**en, mo**p**
t	t		**t**eacher, a**tt**ic, cu**t**
d	d		**d**ay, en**d**ure, a**dd**
c and **k**	k		**c**at, a**c**t, as**k**
g	g		**g**ood, a**g**ain, bi**g**
f	f		**f**ather, mu**ff**in, thie**f**
v	v		**v**ery, mo**v**ie, lo**v**e

th	θ		**th**ink, a**th**lete, ma**th**
	ð		**th**ey, mo**th**er, brea**th**e
s and sometimes **c**	s		**s**and, mi**s**ter, i**c**e
z and sometimes **s**	z		**z**oo, rai**s**in, bu**zz**
sh and sometimes **ch**	ʃ		**sh**ine, ma**ch**ine, ca**sh**
h	h		**h**it, be**h**ave
ch	tʃ		**ch**ur**ch**, tea**ch**er, whi**ch**
j and sometimes **g**	dʒ		**j**ud**g**e, lar**g**er, bevera**g**e
m	m		**m**usic, exa**m**ple, proble**m**
n	n		**n**ice, te**n**der, lea**n**
r	r		**r**iver, a**rr**ive, floo**r**
w	w		**w**ater, re**w**ard, bo**w**
l	l		**l**ife, be**l**ow, be**ll**
y	j, y		**y**ear, be**y**ond, bo**y**

Vowels

One of the most difficult things about English pronunciation is learning the vowels. There are a lot of vowel sounds in English. Study the vowel table below and have a native English speaker pronounce each word. Listen carefully and try to imitate exactly what you hear.

Letter	IPA Symbol	In Your Language	Examples
e, i, and sometimes **y**	i		**E**ther, f**ee**l, happ**y**
i	ɪ		**i**t, c**i**ty
e	ɛ		**e**dge, r**e**d
a	æ		**a**pple, n**a**p
a or **o**	ɑ		**a**rch, h**o**t, sp**a**
a, e, i, o, and **u**	ə		**a**b**o**ve, oft**e**n, Tamp**a**
o	ɔ		f**o**r
o	o		**o**de, b**o**ne, s**o**
oo	ʊ		b**oo**k
u and sometimes **o**	u		**oo**ze, L**u**ke, tw**o**
i and sometimes **y**	ai		**i**ce, s**i**de, b**y**
oi and **oy**	ɔɪ		**oi**l, v**oi**ce, b**oy**
ou and **ow**	aʊ		**ou**t, s**ou**nd, h**ow**
a, ei, ai, and **ay**	ei		**ei**ght, b**a**ke, s**ay**

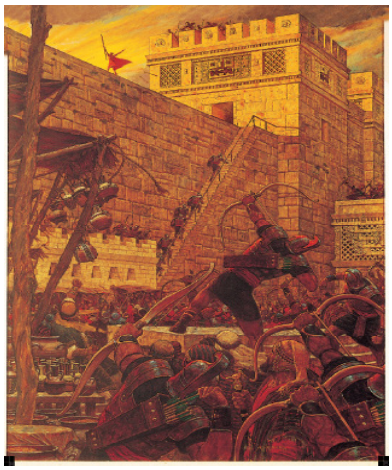
Activities (see answers on p.)

As mentioned earlier, imitation and practice are necessary to learn good pronunciation. The practice activities in this chapter start at the lowest level, with individual sounds, and progress to words, and eventually to full sentences.

A. Practice difficult sounds

1. From the tables above or from your own experiences with English, choose one difficult vowel or consonant sound that you are struggling with. (**r, l, th, i,** etc.)
2. Discover the correct pronunciation by asking a teacher or native speaker to say it. You can learn the pronunciation by listening and watching carefully (how do their lips and tongue move, and where do they go?), and imitating the way the native speaker makes the sound.
3. Practice the sound by repeating these exercises many times:

   Example: to practice **r** say ***ra, re, ri, ro, ru*** 50 times. Then say ***ar, er, ir, or, ur*** 50 times.



4. Do this every day for each of the sounds you are currently working on: ***tha, the, thi, tho, thu***...
5. Because it can be difficult to hear the difference between some sounds (***l*** and ***r***, ***eat*** and ***it***, etc.) it is important to practice saying these sounds together until you can hear and feel the difference.
6. For l and r you can repeat ***glass, grass, glass, grass, call, car, call, car***…

   For other difficult sounds, try things like ***eat, it, eat, it, bean, bin, bean, bin,*** etc.
7. Ask native speakers to help you by demonstrating the correct pronunciation and listening while you practice.

B. Practice difficult words

1. From your language study and other thing you read and hear, find 10 words that contain the sounds you are practicing.
2. Ask a native speaker to say each of the words while you listen and watch carefully, asking them to repeat several times if necessary.
3. Make notes to help you remember the correct pronunciation for the words.
4. Pay attention to the difficult sounds and to the syllables so that you know which syllable is the stressed, or most important one.
5. Practice saying each of the words 10 times.
6. Ask a native speaker to help you by demonstrating the correct pronunciation and listening while you practice.

C. Practice saying full sentences

1. Write one sentence for each of the words you are practicing.
2. Ask a native speaker to say each of the sentences while you listen and watch carefully, asking them to repeat several times if necessary.
3. Makes notes to help you remember the pronunciation.
4. Pay attention to the difficult sounds and words and pay attention to which words in the sentence are emphasized the most, or sound the strongest.
5. Practice saying each of the sentences 10 times.
6. Ask a native speaker to help you by demonstrating the correct pronunciation and listening while you practice.

D. Scripture Activities

1. To improve your pronunciation of difficult sounds, choose a passage of scripture and highlight specific sounds and syllables that are difficult for you and that you have been practicing. Read the passage out loud and then listen to a native speaker read it. Check to make sure that your pronunciation of the sounds and syllables that you highlighted matches the pronunciation of the native speaker.
2. To find out how you can improve your pronunciation, read a scripture or passage from *Preach My Gospel* out loud in English. Have a native speaker listen as you read. Ask him or her to point out at least three words or phrases where you can improve your pronunciation. Then re-practice those three things with the native speaker listening and giving feedback.
3. To improve your fluency, select a scripture you will use in your teaching today. Read the scripture all the way through three times out loud. Notice how your fluency improves each time. Then go to the first verse of the chapter where the verses your are studying are found and read through the chapter out loud until your read past the verses you have been practicing. Notice how much better the verses your are practicing “feel” as you read them.

Asking about and expressing
A State of Being

Purpose

This function will help you talk about what something is or what it isn't; for example, what faith is, or who God is. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- God **is** our Father in Heaven. (*BE* Verb – Present Tense)
- The temple **is not** open on Mondays. (Negative Statement of *BE* Verb – Present Tense)
- **Is** Joseph Smith a true prophet? (*Yes/No* Questions)
- We**'re** children of God. (Contractions of *BE* Verb)
- Adam and Eve **were** the first of God's children. (*BE* Verb – Past Tense)
- Jesus Christ **was not** just a normal person. (Negative Statement of *BE* Verb – Past Tense)
- **There were** two baptisms last Sunday. (There Was/There Were)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you to perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

God Is Our Loving Father in Heaven	Who is God? What are His attributes?	*Translation*
Heavenly Father Reveals His Gospel in Every Dispensation	What is a prophet?	*Translation*
The Great Apostasy	What is an apostasy? Were any of the churches true?	*Translation*
Pre-Earth Life	What is our relationship with God? What was our life like before we came to earth?	*Translation*
Our Life on Earth	What is the purpose of life?	*Translation*
The Atonement	What is the atonement?	*Translation*
Faith in Jesus Christ	What is faith? Who do we believe Christ is?	*Translation*
Baptism	What is baptism? What is an ordinance? What is a covenant?	*Translation*
The Gift of the Holy Ghost	Who is the Holy Ghost? What is the gift of the Holy Ghost?	*Translation*
Law of Chastity	What is chastity?	*Translation*
Study the Scriptures	What is the Book of Mormon? What is the Doctrine and Covenants? What do all the scriptures have in common?	*Translation*

Tasks from Missionary Vocabulary and Phrase Book

Ask Questions and Listen	Who are they? Do I understand them correctly?	*Translation*
Get to Know Someone	Who are they? What is their profession? Is this their family?	*Translation*
Testify	What is an apostasy? Were any of the churches true?	*Translation*
Extend Invitations	Will they commit to live this commandment?	*Translation*
Explain Priesthood Ordinances	What is the priesthood? What is an ordinance?	*Translation*
Meet Someone	Who are they? Who am I? What is my calling? What nationality am I?	*Translation*

Be Verb: Present Tense

Examples from *Vocabulary and Phrases*

God **is** our Heavenly Father.	translation
Families **are** central to God's plan.	translation
We **are not** responsible for the Fall of Adam and Eve.	translation
Is Sister Brown available?	translation

Notice the Grammar

The *Be* verb has several different present tense forms: *am*, *are*, and *is* (1-4). Look at the sentences below. The *Be* verb can be followed by a noun, adjective, or prepositional phrase (5-7).

1. I **am** a missionary.
   translation
2. You **are** my companion.
   translation
3. Brother Christenson **is** the bishop.
   translation
4. We **are** missionaries.
   translation
5. Sister Smith is **the Relief Society president.**
   (noun)
   translation
6. The temple is **beautiful**.
   (adjective)
   translation
7. Sister Smith is **in the bishop's office**.
   (prepositional phrase)
   translation

Let's Talk about It

The *Be* verb is used to discuss many things such as occupation, time, location, and relationship. The above sentences show different present tense forms of the *Be* verb and what can follow it. The sentences above show that:

1-4. The *Be* verb changes depending on the subject of the sentence.

5-7. The *Be* verb can be followed by a noun, an adjective, or a prepositional phrase.

Learn the Use

Subject (noun or pronoun) + ***Be* Verb** (*am, is,* or *are*) + **Noun / Adjective / Prepositional Phrase**

Occupation, Calling, Religion, Nationality, or Relationship

Use the *Be* verb when talking about occupation, calling, religion, nationality, or relationship. Notice that the *Be* verb is followed by a noun.

Examples:

I **am** a missionary.
Translation

They **are** members of the Church of Jesus Christ of Latter-Day Saints.
Translation

God **is** our Heavenly Father.
Translation

Expression of Time, Dates, or Seasons

Use the *BE* verb when talking about time, dates, or seasons. Notice that a noun or a prepositional phrase follows the *BE* verb.

Examples:

What day **is** today? Today **is** Tuesday.
Translation

It **is** four o'clock.
Translation

It **is** July. It **is** summer.
Translation

My birthday **is** in July.
Translation

Locations

Use the *BE* verb to talk about locations. Notice that the *BE* verb is followed by a prepositional phrase. A prepositional phrase describes the location of something. It begins with words such as *in, on, above, below*, and *around*, which are followed by a noun.

Examples:

The meetings **are** in the chapel.
Translation

The key **is** under the piano.
Translation

The scriptures **are** on the table.
Translation

Describing Something or Someone

When describing something or someone, the *BE* verb is often used. Notice that the *BE* verb is followed by an adjective.

Examples:

Elder Lee **is** diligent.
Translation

Our bodies **are** sacred.
Translation

Missionary work **is** important.
Translation

Learn the Form

2b

Matching the Verb Form

The present tense of the *BE* verb has three forms in English: *am, is*, and *are*. The subject of the sentence determines which form of "be" to use in a sentence. The chart below shows you what subjects are followed by which *BE* verb in English.

	Singular	Plural
1st Person	I am *translation*	We are *translation*
2nd Person	You are *translation*	You are *translation*
3rd Person	He is *translation* She is *translation* It is *translation*	They are *translation*

Negative Form of *Be* Verb

In order to make the sentences negative, use the word *not* after the *Be* verb.

Subject	+	*Be* Verb	+	*Not*	=	Negative Form
I		am		not	=	I **am *not*** the bishop.

Study the following chart. Notice how the word ***not*** is added after the *Be* verb.

	Singular			Plural		
1st Person	I	**am not**	the bishop.	My district and I We	**are not**	lazy.
2nd Person	You	**are not**	proud.	You are your neighbors You	**are not**	at home.
3rd Person	Brother Jones He	**is not**	busy.	Elder Low and Elder Lo They	**are not**	in my district.
	Mrs. Blum She		busy.	Sister Smith and Sister Lin They		In town.
	The temple It		open on Sundays.	The scriptures They		beside my bed.

Yes/No Questions

In order to make the sentences questions, simply switch the positions of the subject and the *Be* verb. The *Be* verb must be changed to fit the subject.

Be Verb	+	Subject	=	*Yes/No* Question
Are		they	=	**Are they** in the mission office?

Study the following chart. Notice the word order of the questions.

Singular				Plural			
***Be* Verb**	**Subject**		**Responses**	***Be* Verb**	**Subject**		**Responses**
Am	I	late?	Yes, you are. No, you are not.	Are	we	good?	Yes, we are. No, we are not.
Are	you	hungry?	Yes, I am. No, I am not.	Are	you	ready?	Yes, we are. No, we are not.
Is	he John	at home?	Yes, he is. No, he is not.	Are	Elder Lee and Elder Lo they	from China?	Yes, they are. No, they are not.
	she Sister Lo	kind?	Yes, she is. No, she is not.		the Zone leaders they	in the mission office?	Yes, they are. No, they are not.
	it this book	difficult?	Yes, it is. No, it is not.		the books they	on the table?	Yes, they are. No, they are not.

Pronouncing Contractions with the *Be* Verb

When speaking English, many people do not say the *Be* verb as it is written in the sentences above. Sometimes they combine the subject and the *Be* verb when a pronoun (*I, you, she, we*) is the subject of the sentence. Study the charts below to learn how you will hear the *Be* verb used in conversations. See Appendix 7 to see more contractions.

Contractions – Affirmative Statements

	Singular		Plural	
	Subject + *BE* Verb	**Contraction**	**Subject + *BE* Verb**	**Contraction**
1st Person	I am	**I'm**	We are	**We're**
2nd Person	You are	**You're**	You are	**You're**
3rd Person	He is She is It is	**He's** **She's** **It's**	They are	**They're**

Notice the different possible contractions in negative sentences shown in the tables below.

Subject + *BE* verb	+	*Not*	=	Contraction
He + is		not	=	**He's not** from Samoa.

Subject	+	*BE* Verb + *Not*	=	Contraction
He		is + not	=	**He isn't** from Samoa.

Contractions – Negative Statements

	Singular		Plural	
	Subject + *BE* Verb + Not	**Contraction**	**Subject + *BE* Verb + Not**	**Contraction**
1st Person	I am not	**I'm** not	We are not	**We're** not
2nd Person	You are not	**You're** not You **aren't**	You are not	**You're** not You **aren't**
3rd Person	He is not	**He's** not He **isn't**	They are not	**They're** not They **aren't**
	She is not	**She's** not She **isn't**		
	It is not	**It's** not It **isn't**		

Notice: Notice that in most (but not all) dialects, "*I am not*" only has one contracted form.

Activities (See answers on page 174.)

Learn on Your Own

A. Subject and *BE* Verb Agreement

Fill in the correct form of the *BE* Verb in each sentence. Do your exercise on a separate piece of paper. Check your answers.

Example: My nametag _____ black. → My nametag _is_ black.

1. Sister Toi and Elder Sai _____ from Tonga.
2. I _____ a missionary from the Church of Jesus Christ of Latter Day Saints.
3. We _____ sons and daughters of our Heavenly Father.
4. Sister Ting _____ happy.
5. Brother Smith and Elder Lim _____ on the bus.
6. You and Elder Ting _____ in the ward council meeting.
7. You _____ a child of God.
8. You and Elder Park _____ companions.
9. My name _____ Elder Ofa.
10. My favorite food _____ pizza.

B. Pronouns and Contractions

Use a pronoun in place of the underlined words. Then, combine the pronoun with the *Be* verb. Write your answers on a separate piece of paper. Check your answers in the back. Then, practice saying the answers aloud. Think about your pronunciation of the contraction.

Example: Sister Pulotu is a hard working missionary. → *She is* a hard working missionary.
→ *She's* a hard working missionary.

1. My companion and I are at the baptism.
2. Brother Lee is in the chapel.
3. God is the Father of our spirits.
4. Jesus Christ is central to God's plan.
5. Missionaries are representatives of Jesus Christ.
6. Elder Ting and Elder Lo are from China.
7. Our bishop is at home right now.
8. Sister Lu is hungry.
9. Jane is a good friend.
10. Sister Brown is the Gospel Principles teacher.
11. The Book of Mormon is another witness of Jesus Christ.

C. Negative Form of *Be* Verb

Change the following sentences into the negative form. Write your answers on a separate piece of paper. Then, use a pronoun and a contraction in place of the subject and verb. Check your answers. Read all the completed sentences out loud and focus on your pronunciation of the contraction. (This is the same process you followed in Activity B.)

Example: John is selfish. → *John is not selfish.*
→ *He isn't selfish*. or *He's not selfish.*

1. Mary is our new investigator.
2. Brother Smith and our mission president are friends.
3. Sister Lihipali and Sister Ting are from America.
4. The Johnsons are in town.
5. You and Elder Lee are companions.
6. My companion and I are in the car.
7. Brother Sui is in front of Sister Lo.
8. The pass-along cards are in my bag pack.
9. You and your companion are upset.
10. My bike is behind the stake center.

D. Translation

Translate the following sentences into English two times. The first time, translate the sentences exactly. The second time you translate, replace the subject with a pronoun. Pay attention to the subject of each sentence so that you use the correct *Be* verb. Check your answers.

Example: Sister Shu is my companion. → First translation: *Sister Shu is my companion.*
→ Second translation: *She is my companion.*

1. The church is true.
2. God is perfect.
3. The water is hot.
4. Elder Liu is from Taiwan.
5. The gospel is wonderful.
6. Martha is sad today.
7. My companion and I are not sick.
8. Brother Hardesty and Brother Davis are in class.
9. Prophets are important.
10. Brother Tanner is the branch president.

E. *Yes/No* Questions

Change the following statements to *Yes/No* questions. Write your answers on a separate piece of paper. Then, check your answers.

Example: Brother Smith is at home. → *Is Brother Smith at home?*

1. You are cold.
2. This daily planner is new.
3. Elder Ting is a zone leader.
4. Jesus Christ is our Savior.
5. Thomas S. Monson is our living prophet.
6. This book is interesting.
7. The key is on the table.
8. Brother Nihipali is in Tonga.
9. Elder Lee and Elder Ulu are at the meeting.
10. Jack and Marco are brothers.
11. Sister Atagi and I are companions.
12. You are 20 years old.
13. The Salt Lake Temple is in Utah.
14. My backpack is heavy.

F. Baptismal Interview Questions

Look at the baptismal interview questions on page 31 of *Preach My Gospel*. Write down the three phrases that use the *Be* verb. Explain why each *Be* verb is in the correct form. Check your answers.

Do something more: Memorize the baptismal interview questions. Pay close attention to the three phrases that use the *Be* verb.

Learn With Your Companion

G. Role Play – Introducing Yourself and Your Companion

A role-play helps you to practice the language for a specific situation before you are actually in the situation. This practice will help you to speak more fluently when you are actually in the situation.

Role-play the situations below with your companion. Use the *Be* verb to introduce yourself and other people. What would you say in each of the situations below?

Example: *My name **is** Elder Tulia. This **is** my companion.*
*We **are** missionaries for the Church of Jesus Christ of Latter-day Saints.*
***Are** you from here?*

1. Introduce yourself and your companion to someone you just met on the street.
2. Your investigators are attending sacrament meeting for the first time. Introduce them to some of the ward members.
3. You have just transferred to a new area. The bishop of the ward asked you to introduce yourself and bear your testimony in sacrament meeting.
4. A new missionary just transferred into your district. At a district meeting, introduce yourself and the other missionaries in your district to the new missionary.

H. Talk about Your Investigators

Practice using the *Be* verb by talking about your investigators with your companion. Use the adjectives below and the *Be* verb to ask and answer questions.

Examples: *Is Mr. Anderson <u>forgetful</u>?*
→ *Yes, he's <u>forgetful</u>. He forgot our last appointment.*
Is the Enriches family <u>worried</u>?
→ *No, they aren't <u>worried</u>. They're <u>happy</u> to hear about the gospel.*

Adjectives			
afraid	good	proud	troubled
bored	happy	quiet	unsure
depressed	joyful	reflective	upset
embarrassed	kind	responsible	warm
faithful	loving	reverent	weak
forgetful	mean	selfish	wise
friendly	nice	spiritual	wonderful
funny	pleasant	thoughtful	worried

I. Role Play – Newspaper Interview

Have your companion play the role of a reporter from a local newspaper and ask you about the difference between God and man. Answer the questions by restating what you were asked. Practice a second time using contractions.

Examples:

Practice 1-
Is God perfect?
Yes, God is perfect.
Is man perfect?
No, man is not perfect.

Practice 2-
Is God perfect?
Yes, God's perfect.
Is man perfect?
No, man's not perfect.

J. Scripture Study – Lehi's Dream
Read and study chapters 11 and 12 of 1 Nephi in order to learn the meaning of the symbols in Lehi's dream. Discuss with your companion the meaning of each of the symbols listed below. Use the *Be* verb in your answers. Then, check your answers.

Example: *The tree is the love of God.*

- The tree (1 Ne. 11:22)
- Rod of iron (1 Ne. 11:25)
- Large and spacious building (1 Ne. 11:36, Ne. 12:18)
- River of filthy water (1 Ne. 12:16)
- Mists of darkness (1 Ne. 12:17)

Learn with a Native

K. Pronouncing Contractions
Review activity *C* with a native speaker. Ask the native speaker to pronounce the contractions so that you can repeat after him or her. Once you finish, have them listen to your pronunciation and ask for their feedback.

Be Verb: Past Tense

Examples from *Vocabulary and Phrases*

Adam **was** the first prophet.	translation
The Fall **was** part of Heavenly Father's plan of happiness.	translation
What **was** difficult about it for you?	translation
While in the Garden of Eden, Adam and Eve **were** innocent.	translation

Notice the Grammar

The verb *Be* has two different past tense forms: *was* and *were*. Look at the sentences below.

1. I **was** hungry last night.
   Translate
2. You **were** at the MTC two months ago.
   Translate
3. We **were** companions last transfer.
   Translate
4. The Liahona **was** a special gift from the Lord.
   Translate
5. Adam and Eve **were** the first of God's children.
   Translate
6. How **was** the baptism?
   Translate
7. Where **were** you?
   Translate
8. There **was** a meeting this morning.
   Translate
9. There **were** many people at the baptism.
   Translate

Let's Talk About It

Each explanation below refers to the numbered sentence above. The above sentences of the past tense of the *Be* verb show:

1-5. Different past tense forms of the *Be* verb depending on the subject of the sentence (singular- *was*; plural- *were*)
6-7. Questions that ask for specific information
8-9. The existence of something or someone

Learn the Use

3a

The Past Tense of the *Be* Verb

Use the past tense of the *Be* verb to describe characteristics of people, things, locations, and physical conditions that existed in the past.

Examples:

Jesus Christ **was** perfect. *Translation*
Elder Martin's bag **was** heavy. *Translation*
Sister Smith **was** hungry. *Translation*
The scriptures **were** on the table. *Translation*

To learn more about these common uses of the *Be* verb, read *Chapter 3 Be Verb - Present Tense*.

There + *Be* Verb

There + ***Be* Verb** (*is, was, are* or *were*) + **Noun** (singular or plural)

When a sentence begins with *there + be,* it states the existence or the absence of the noun that follows.

Examples:

There was a living prophet. → A living prophet existed.
Translation

There was no living prophet. → A living prophet did not exist.
Translation

New Topics

Use *there + be* to introduce a new topic.

Examples:

There was a new missionary. The missionary was from Samoa.
Translation

There was a book on the table. The book was Elder Liu's.
Translation

There were two baptisms last Sunday. We attended both of them.
Translation

Existence, Location, Quantities, or Number

Use *there + be* to describe the existence, location, quantities, or numbers of something or someone.

Examples:

There was a living prophet.
Translation

There was a new chapel in the city.
Translation

There were many people at the baptism.
Translation

There were 10 copies of the Book of Mormon in the car.
Translation

Learn the Form

Matching the Verb Form

The past tense of the *Be* verb has two forms in English: *was* and *were*. The subject of the sentence determines which form of past tense *Be* to use in a sentence.

	Singular	Plural
1st Person	I **was**	We **were**
2nd Person	You **were**	You **were**
3rd Person	He **was** She **was** It **was**	They **were**

Negative form of the *Be* Verb

In order to make the sentences negative, use the word *not* after the past tense *Be* verb.

Subject	+	*Be* Verb	+	*Not*	=	Negative Form
I		was		not	=	I **was *not*** ready.

Examples:

Sister Atagi **was not** at home.
Translation

Noah **was not** a good king like his father.
Translation

Laman and Lemuel **were not** obedient.
Translation

The weather **was not** rainy.
Translation

Contractions with the *BE* Verb

Study the chart below to learn how the past tense of the *BE* verb combines with the negative word *not*. (See also Appendix 6A.)

	Singular		Plural	
	Subject + *BE* Verb + Not	**Contraction**	**Subject + *BE* Verb + Not**	**Contraction**
1st Person	I was not	I **wasn't**	We were not	We **weren't**
2nd Person	You were not	You **weren't**	You were not	You **weren't**
3rd Person	He was not	He **wasn't**	They were not	They **weren't**
	She was not	She **wasn't**		
	It was not	It **wasn't**		

Note: There are no contractions for affirmative statements that use the past tense of the BE verb.

Yes/No Questions

In order to make *Yes/No* questions, simply switch the positions of the subject and the past tense *BE* verb.

BE Verb	+	Subject	=	Negative Form
Were		they	=	**Were they** in the mission office?

Examples:

Questions	**Responses**
Was Jesus Christ a perfect teacher? *Translation*	Yes, Jesus was a perfect teacher. *Translation*
Was Lehi a prophet? *Translation*	Yes, Lehi was a prophet. *Translation*
Were they happy? *Translation*	Yes, they were happy. *Translation*
Were you late for church? *Translation*	Yes, I was late for church. *Translation*

Information Questions

Object Question

When you form an object question with the past of the *BE* verb, put a Wh-word first.

Wh-Word	+	*BE* Verb	+	Subject	=	Wh Object Question
Where		were		you	=	**Where** were you?

Examples:

Question	**Response**
Who **was** that man? *Translation*	That man was Brother Atagi. *Translation*
Where **were** they? *Translation*	They were at the stake center. *Translation*

Why **were** they in the office? *Translation*	They were in the office for a meeting. *Translation*
How **was** she? *Translation*	She was happy. *Translation*

Note: Even though "how" doesn't start with "wh-" it is included in this group.

Subject Question

When you form a subject question, replace the subject you are asking about with an appropriate Wh-word.

Wh-Word	+	*Be* Verb	=	Wh Object Question
Who		was	=	**Who** was the mission president?

Examples:

Questions	**Responses**
Who **was** in the mission office? *Translation*	**Elder Liu** was in the mission office. *Translation*
Who **was** a perfect teacher? *Translation*	**Jesus Christ** was a perfect teacher. *Translation*
What **was** the special gift from God? *Translation*	**The Liahona** was the special gift from God. *Translation*

Note: To learn about the difference between object and subject questions, read chapter *Chapter 17 Direct and Indirect Objects*.

Affirmative Statements of *There* + *Be*

There + *Be* for Singular Nouns

When *There* + *Be* is followed by a singular noun, use *was*.

There	+	*Be* Verb	+	Singular Noun	=	Affirmative Statement
There		was		a meeting	=	**There was a meeting** this morning.

Examples:

There was an accident on the street. *Translation*
There was a prophet on earth again. *Translation*
There was peace in the land again. *Translation*
There was darkness upon all the face of the land. *Translation*

There + *Be* for Plural Nouns

When *There* + *Be* is followed by a plural noun, use *were*. (For more information on plural nouns, see Appendix 2.)

There	+	*Be* Verb	+	Plural Noun	=	Affirmative Statement
There		were		people	=	**There were people** at the baptism.

Examples:

There were 200 missionaries in the chapel. *Translation*
There were a lot of faithful members in the church. *Translation*
There were many ways to help the members. *Translation*
There were wars and famines in the land. *Translation*

Negative Statements of *There + Be*

Here is one way to form a negative. Put the negative word *no* in front of the noun.

There	+	*Be* Verb	+	*No*	+	Noun	=	Negative Statement
There		was		no		prophet	=	**There was no prophet** on earth.

Examples:

There were no temples on the earth for many centuries.
Translation

There was no light.
Translation

There was no letter for Elder Smith.
Translation

There was no food on the table.
Translation

Yes/No Questions of *There + Be*

In order to make *Yes/No* questions, simply switch the positions of there and the *Be* verb.

Be Verb	+	There	+	Noun	=	Question
Was		there		a prophet	=	**Was there a prophet** on earth? .

Examples:

***Yes/No* Questions**	**Responses**
Were there any temples on the earth? *Translation*	Yes, **there were**. / No, **there** ***weren't**. *Translation*
Was there an accident? *Translation*	Yes, **there was**. / No, **there** ***wasn't**. *Translation*
Were there many faithful members? *Translation*	Yes, **there were**. / No, **there** ***weren't**. *Translation*
Was there any food on the table? *Translation*	Yes, **there was**. / No, **there** ***wasn't**. *Translation*

**Keep in mind that these are contractions*

Activities (See answers on page 174.)

Learn on Your Own

A. Affirmative Statements

Fill in the blank with *was* or *were*. Write your answers on a separate sheet of paper. Check your answers.

Example: I _____ tired.
→ I *was* tired.

1. We _____ spirit children of our Father in Heaven.
2. Yesterday _____ Sunday.
3. Adam and Eve _____ the first to come to earth.
4. Jesus Christ _____ the Only Begotten Son of God.
5. Where _____ you last night?
6. Your keys _____ under the table.
7. Sister Smith _____ at work when we visited her.
8. Sister Ting _____ my trainer last transfer.
9. Adam, Noah, Moses, and Abraham _____ all prophets.
10. It _____ cold today.

B. There + *Be* Verb

Fill in the blank with the correct form of the past tense of the *Be* verb. Remember that the form of the *Be* verb changes depending on the kind of a noun that follows. Write your answers on a separate piece of paper and check your answers.

Example: There _____ many people at the meeting.

→ There *were* many people at the meeting.

1. There _____ no Chinese speaking missionaries in our area.
2. There _____ many faithful missionaries in our mission.
3. There _____ an apple on my desk two days ago.
4. There _____ a scripture story Elder Smith wanted to share.
5. There _____ a zone conference yesterday.
6. There _____ two new missionaries in the mission office.
7. There _____ many copies of the Book of Mormon in the bishop's office.
8. There _____ no full-time missionaries in this area before.
9. There _____ no way to call Jack.
10. There _____ many returned missionaries who fellowshipped our recent converts.

C. Negative Statements and Contractions

First, fill in the blank with *was not* or *were not*. Then, replace the subject with a subject pronoun and make a contraction by combining the *Be* verb and *not*. Write your answers on a separate sheet of paper. Check your answers.

Example: Sister Lee ____ ____ in America last year.

→ Sister Lee *was not* in America last year.

→ *She wasn't in America last year.*

1. Sarah _____ _____ in church yesterday.
2. Laman and Lemuel _____ _____ faithful.
3. The zone leaders _____ _____ at home in the evening.
4. Hannah _____ _____ from Tonga.
5. John _____ _____ lonely anymore after his baptism.
6. My companion and I _____ _____ in a hurry.
7. The missionaries _____ _____ late for church.
8. The mission president _____ _____ in his office.
9. Sister Atagi _____ _____ sick last week.
10. Noah _____ _____ a righteous king.

D. *Yes/No* Questions

How much do you know about the prophet Joseph Smith? Using the words and phrases below, form *Yes/No* questions about him. Then, write answers to the questions you've created. Write your answers on a separate piece of paper. Check your answers.

Example: Joseph Smith/ a true believer

→ *Was Joseph Smith a true believer?*

→ *Yes, he was.*

1. Joseph Smith / from Palos Verdes, California
2. Joseph Smith / lazy
3. He / born on December 23, 1805
4. His father / a farmer
5. His parents / spiritual
6. Joseph Smith / a good father
7. Joseph Smith / interested in any religions
8. He/a hard worker
9. His mother / Jane Smith
10. Joseph Smith/ confused about religion
11. Joseph Smith / a powerful instrument in the hands of the Lord

E. Information Questions

Fill in the blank with the appropriate *Wh-question word* and the correct past tense form of the *Be* verb. Write down your answers on a separate piece of paper. Check your answers at the back of this book.

Example: Q: *How was* your reading?

A: It was good. I began to understand a lot of things.

1. Q: ____ ____ the last time you said a prayer?
   A: It was yesterday.
2. Q: ____ ____ the Sunday School lesson?
   A: It was good. I enjoyed it.
3. Q: ____ ____ your prayer?
   A: I felt peace in my heart.
4. Q: ____ ____ you sad yesterday?
   A: Because I couldn't go to church.
5. Q:____ ____ your favorite part of the lesson?
   A: The plan of salvation.
6. Q: ____ ____ the name of the only Lamanite prophet in the Book of Mormon?
   A: Samuel.

7. Q: ____ ____the golden plates buried?
   A: In the Hill Cumorah.

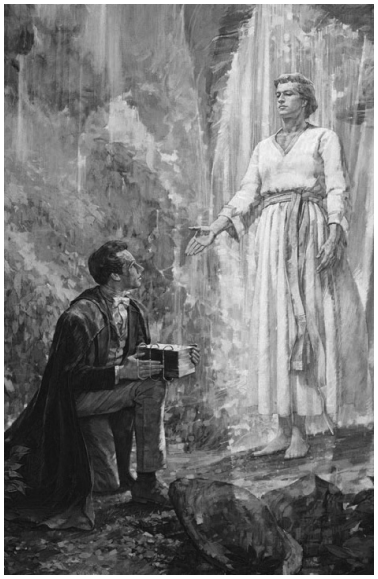
8. Q: ____ ____ the youngest son of Lehi?
   A: Joseph.

Learn with Your District

F. Describe the Prophet Joseph Smith

Divide the missionaries into groups of two. Have them take turns describing the Prophet Joseph Smith to each other using the past tense of the *Be* verb. They may talk about his characteristics, life, and family. Once every group is done, have them share their answers.

Example: *Joseph Smith was fourteen years old when he saw God.*
He was a humble man.
His brothers were faithful.



G. Introducing New Topics

Divide the missionaries into groups of three and have each group come up with at least five sentences using *there was* and *there were* to introduce new topics. Have each group share their sentences. Discuss and receive feedback.

Example: *There was a bag in the Bishop's office. The bag was Elder Fafai's.*
There were two new missionaries that came in today. The two missionaries are Samoan.

Review: State of Being

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Expressing a State of Being

- *BE* Verb: Present Tense – *am, are, is* Chapter 3
- *BE* Verb: Past Tense – *was, were* Chapter 4

Activities (See answers on page 174.)

A. Error Correction
There are eight errors in the phone dialogue below. Rewrite the paragraph, correcting all of the errors in it. Check your answers.

Elders: This Elder Samuelson.

Bishop: Hello Elder Samuelson. Is your schedule full tonight? I am very busy tonight with interviews and there is a family who needs help. Are you free?

Elders: We was free, but we just had a phone call about an appointment and we is busy until 7:30pm. We are free after 7:30 and would love to help. Who is the family?

Bishop: The Jones family.

Elders: Oh yes, we met them a couple of weeks ago. Is they new in our ward?

Bishop: Yes, they are. They was in our ward about 10 years ago and just moved back again.

Elders: What can we do for them? Someone is sick?

Bishop: No, they are all well, but they just had some very bad news. They is very worried about one of their children. Please go and talk with them. I will come after my interviews. Thank you for your help Elders.

Elders: I are happy to help. Earlier this week, we talked about visiting them, so this was a good opportunity for us. Thank you Bishop.

B. Translation
Elder Williams is teaching about the nature of God. Translate his message into English. Write your answer and then compare your translation with the answer key in the back of this book.

(*Translate into other languages*)

> *Good afternoon. We are missionaries from the Church of Jesus Christ of Latter-day Saints. This is Elder Henderson and I am Elder Jones. My companion and I are excited to share a message with you about God. God is our Father. He lives in heaven. So we are all sons and daughters of that Heavenly Father. Before we came to earth, we were all in heaven together as spirit children of God. I was there and so were you. So, we are all brothers and sisters. God is a loving parent and He knows each one of us personally.*

Note: Not all the sentences you say as you discuss these things have to use these grammar patterns. Simply use them as needed.

C. Companion Activity
Turn to *Preach My Gospel,* 148. Under the section *The Weekly Planning Session* in *Chapter 8, Use Time Wisely*, do item number 5 with your companion in English. Use the grammar from this lesson (*BE* verb present and past tense) to "Talk about how you feel they [your investigators] are receiving the message" and to, "Review the commitments and events from the Teaching Record that they are striving to keep or complete" (*Preach My Gospel*, 148).

D. *Preach My Gospel* Activity
"Memorize vocabulary, phrases, sentence patterns, and brief statements of doctrine as they appear in the lesson, but only after these have become personally meaningful. Do not memorize entire lessons" (*Preach My Gospel,* 30).

Read the section, *God is Our Loving Heavenly Father* (*Preach My Gospel*, 31-32) in both English and your native language. Choose a principle about the nature of God that is personally meaningful to you. Either choose a sentence from the section that you feel expresses the doctrine in a way you would want to be able to, or write your own sentence using at least one polite *BE* verb (present or past tense) that teaches or testifies of the nature of God in a clear and powerful way. You can combine simple sentences that use *BE* Verbs using *and*.

Example: God is our Eternal Father and he is endlessly kind to us.

If you choose to write your own sentence, share it with a native English speaker before using it in teaching, to make sure it is correct. Memorize the sentence you chose or created. Make a commitment to use it when you share your testimony with someone today.

E. Scripture-Story Re-telling

We use the past tense to narrate stories. *BE* verbs are very useful when talking about feelings. Read the story of the broken bow in 1 Nephi 16:15-32. You can use the past tense of *BE* Verbs to talk about these people and their feelings at different points in the story.

- Laman and Lemuel
- The sons of Ishmael
- The families
- Lehi
- Nephi

Tell the story to your companion and pay particular attention to using the past tense of *BE* verbs and other verbs. Have your companion stop you whenever you use the present tense to narrate the story instead of past tense. Change the verb to the correct tense and continue the story.

Example: *Nephi's bow broke. This was how they got food so Laman and Lemuel were very angry with Nephi.*

Option: You may like to try writing the story down first.

F. Writing Activity

"Keep [your area book] neat, current, and accurate so that any future missionary can build on the inspired service you have given" (*Preach My Gospel*, 140).

With your companion, discuss the background, concerns, struggles, and successes with commitments (particularly prayer), of your new and progressing investigators (see *Preach My Gospel,* 142). Then review the teaching records of the investigators you discussed. Out of the information you discussed, what is not in the teaching record? Use past and present *BE* verbs to record information about the progress of your investigators.

Example: *Rachel was happy to see us on our last visit. She is very open to learning more about the scriptures. Her father was a heavy drinker so she is against alcohol. She is already living most of the word of wisdom.*

Check your teaching record with a native English speaker and receive any feedback they have.

Asking about and expressing
Possession and Ownership

Purpose

This function will help you talk about who something belongs to or what someone has; for example, whose baptism is coming up, or what blessings you have in your life. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- **God's** love is so great that He loves everyone. (Possessive Nouns)
- The decision to obey is **ours**. (Possessive Pronouns)
- God is **our** loving Heavenly Father. (Possessive Adjectives)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

God Is Our Loving Father in Heaven	What is our relationship to God? *Translation*
The Gospel Blesses Families	How has the gospel blessed your family? *Translation*
Our Life on Earth	What things do we have to help us in this life? *Translation*
The Atonement	What did Christ suffer for us? What is our relationship to Christ? *Translation*
Repentance	What do we need to repent of? *Translation*
Baptism	What is our part of the covenant we make? What is God's part? *Translation*
Pray Often	How do we receive answers to our prayers? *Translation*
Study the Scriptures	How do the scriptures help us with problems in our lives? *Translation*
The Law of Chastity	What does chastity include besides keeping our actions pure? *Translation*
The Law of Tithing	From where does everything we have come? What do we pay 10 percent on? *Translation*

Tasks from Missionary Vocabulary and Phrase Book

Meet Someone	Who are their family members? *Translation*
Obtain Referrals	Who are their friends? How do they know them? *Translation*
Offer a Prayer	What are you grateful for? *Translation*
Teach Others How to Pray	Who or what can you pray for? *Translation*

English Alphabet and Pronunciation

Introduction

The most important thing to remember about learning pronunciation is that imitation is the best way. Always carefully watch and listen to native English speakers, and then try to imitate exactly what you see and hear. The following table shows all of the letters of English with the International Phonetic Alphabet (IPA) symbols of them and some examples of their most common sounds in English words. The IPA is a list of symbols that are used in the dictionary to show how words are pronounced. Most IPA symbols look the same as normal letters, but some of them look different. Here is an example from the dictionary to show how IPA symbols are used:

mis·sion·ar·y (/ˈ**mɪʃ ə ˌnɛr i**/) *noun*: 1. a person sent by a church into an area to carry on evangelism or other activities, as educational work.

Have a native English speaker pronounce each word and notice that spelling does not always correspond to pronunciation in English.

Alphabet

2a

Letter	IPA Symbol	Examples	Letter	IPA Symbol	Examples
a		**a**sk, th**a**nk	**m**		**m**usic, exa**m**ple, proble**m**
		art, m**a**rk	**n**		**n**ice, te**n**der, lea**n**
b		**b**elieve, a**b**out, ro**b**	**o**		**o**de, p**o**le, s**o**
c		**c**ome, a**c**t, bla**ck**			h**o**t
		circle, fa**c**e	**p**		**P**eter, as**p**en, mo**p**
d		**d**ay, en**d**ure, a**dd**	**q**		**q**uick, **q**uiet
e		**E**ther, f**ee**l, tr**ee**	**r**		**r**iver, a**rr**ive, floo**r**
		edge, r**e**d	**s**		**s**and, mi**s**ter, cla**ss**
f		**f**ather, con**f**ess, lea**f**	**t**		**t**eacher, a**tt**ic, cu**t**
g		**g**ood, a**g**ain, bi**g**	**u**		**u**nder, c**u**p
		general, lar**g**er, bevera**g**e			s**u**per, bl**ue**
h		**h**it, be**h**ave	**v**		**v**ery, mo**v**ie, lo**v**e
i		**i**t, c**i**ty	**w**		**w**ater, re**w**ard, bo**w**
		ice, s**i**de	**x**		e**x**it, wa**x**
j		**j**udge	**y**		**y**ear, be**y**ond, bo**y**
k		**k**ite, ba**k**e	**z**		**z**oo, cra**z**y, bu**zz**
l		**l**ife, be**l**ow, be**ll**			

Consonants

There are many consonant sounds in English. Some of them may be similar to the sounds in your language, and others may be very different. The table below shows the most common consonants in English as well as some examples of words that use them. Study the consonant table below. Have a native English speaker pronounce each word and try to imitate exactly what you hear.

2b

Letter	IPA Symbol	In Your Language	Examples
b	b		**b**ee, a**b**out, kno**b**
p	p		**P**eter, as**p**en, mo**p**
t	t		**t**eacher, a**tt**ic, cu**t**
d	d		**d**ay, en**d**ure, a**dd**
c and **k**	k		**c**at, a**c**t, as**k**
g	g		**g**ood, a**g**ain, bi**g**
f	f		**f**ather, mu**ff**in, thie**f**
v	v		**v**ery, mo**v**ie, lo**v**e

th	θ		**th**ink, a**th**lete, ma**th**
	ð		**th**ey, mo**th**er, brea**th**e
s and sometimes **c**	s		**s**and, mi**s**ter, i**c**e
z and sometimes **s**	z		**z**oo, rai**s**in, bu**zz**
sh and sometimes **ch**	ʃ		**sh**ine, ma**ch**ine, ca**sh**
h	h		**h**it, be**h**ave
ch	tʃ		**ch**ur**ch**, tea**ch**er, whi**ch**
j and sometimes **g**	dʒ		**j**ud**g**e, lar**g**er, bevera**g**e
m	m		**m**usic, exa**m**ple, proble**m**
n	n		**n**ice, te**n**der, lea**n**
r	r		**r**iver, a**rr**ive, floo**r**
w	w		**w**ater, re**w**ard, bo**w**
l	l		**l**ife, be**l**ow, be**ll**
y	j, y		**y**ear, be**y**ond, bo**y**

Vowels

One of the most difficult things about English pronunciation is learning the vowels. There are a lot of vowel sounds in English. Study the vowel table below and have a native English speaker pronounce each word. Listen carefully and try to imitate exactly what you hear.

Letter	IPA Symbol	In Your Language	Examples
e, i, and sometimes **y**	i		**E**ther, f**ee**l, happ**y**
i	ɪ		**i**t, c**i**ty
e	ɛ		**e**dge, r**e**d
a	æ		**a**pple, n**a**p
a or **o**	ɑ		**a**rch, h**o**t, spa
a, e, i, o, and **u**	ə		**a**b**o**ve, ofte**n**, Tampa
o	ɔ		f**o**r
o	o		**o**de, b**o**ne, s**o**
oo	ʊ		b**oo**k
u and sometimes **o**	u		**oo**ze, L**u**ke, tw**o**
i and sometimes **y**	ai		**i**ce, s**i**de, b**y**
oi and **oy**	ɔɪ		**oi**l, v**oi**ce, b**oy**
ou and **ow**	aʊ		**ou**t, s**ou**nd, h**ow**
a, ei, ai, and **ay**	ei		**ei**ght, b**a**ke, s**ay**

Activities (see answers on p.)

As mentioned earlier, imitation and practice are necessary to learn good pronunciation. The practice activities in this chapter start at the lowest level, with individual sounds, and progress to words, and eventually to full sentences.

A. Practice difficult sounds

1. From the tables above or from your own experiences with English, choose one difficult vowel or consonant sound that you are struggling with. (**r, l, th, i,** etc.)
2. Discover the correct pronunciation by asking a teacher or native speaker to say it. You can learn the pronunciation by listening and watching carefully (how do their lips and tongue move, and where do they go?), and imitating the way the native speaker makes the sound.
3. Practice the sound by repeating these exercises many times:
   Example: to practice **r** say ***ra, re, ri, ro, ru*** 50 times. Then say ***ar, er, ir, or, ur*** 50 times.
4. Do this every day for each of the sounds you are currently working on: ***tha, the, thi, tho, thu***...

5. Because it can be difficult to hear the difference between some sounds (***l*** and ***r***, ***eat*** and ***it***, etc.) it is important to practice saying these sounds together until you can hear and feel the difference.
6. For l and r you can repeat ***glass, grass, glass, grass, call, car, call, car***…
   For other difficult sounds, try things like ***eat, it, eat, it, bean, bin, bean, bin,*** etc.
7. Ask native speakers to help you by demonstrating the correct pronunciation and listening while you practice.

B. Practice difficult words

1. From your language study and other thing you read and hear, find 10 words that contain the sounds you are practicing.
2. Ask a native speaker to say each of the words while you listen and watch carefully, asking them to repeat several times if necessary.
3. Make notes to help you remember the correct pronunciation for the words.
4. Pay attention to the difficult sounds and to the syllables so that you know which syllable is the stressed, or most important one.
5. Practice saying each of the words 10 times.
6. Ask a native speaker to help you by demonstrating the correct pronunciation and listening while you practice.

C. Practice saying full sentences

1. Write one sentence for each of the words you are practicing.
2. Ask a native speaker to say each of the sentences while you listen and watch carefully, asking them to repeat several times if necessary.
3. Makes notes to help you remember the pronunciation.
4. Pay attention to the difficult sounds and words and pay attention to which words in the sentence are emphasized the most, or sound the strongest.
5. Practice saying each of the sentences 10 times.
6. Ask a native speaker to help you by demonstrating the correct pronunciation and listening while you practice.

D. Scripture Activities

1. To improve your pronunciation of difficult sounds, choose a passage of scripture and highlight specific sounds and syllables that are difficult for you and that you have been practicing. Read the passage out loud and then listen to a native speaker read it. Check to make sure that your pronunciation of the sounds and syllables that you highlighted matches the pronunciation of the native speaker.
2. To find out how you can improve your pronunciation, read a scripture or passage from *Preach My Gospel* out loud in English. Have a native speaker listen as you read. Ask him or her to point out at least three words or phrases where you can improve your pronunciation. Then re-practice those three things with the native speaker listening and giving feedback.
3. To improve your fluency, select a scripture you will use in your teaching today. Read the scripture all the way through three times out loud. Notice how your fluency improves each time. Then go to the first verse of the chapter where the verses your are studying are found and read through the chapter out loud until your read past the verses you have been practicing. Notice how much better the verses your are practicing “feel” as you read them.

Review: Possession and Ownership

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Express Possession and Ownership

- Possessive Nouns, Possessive Pronouns, and Adjectives Chapter 5

Activities (See answers on page 175.)

A. Error Correction

Read the following letter from a missionary to his parents. There are seven errors in the letter. Rewrite the paragraph, correcting all of the errors in it. Check your answers.

Dear family and friends,

Ours preparation days have changed to Mondays and I'm waiting for mine laundry to finish right now. My new companion name is Elder Nelson and he is awesome. He studied at BYU before he came on a mission and her major is the same as my. We are sharing our apartment with two other missionaries and theirs names are Elder Williams and Elder Plimai. They are really nice and have such strong testimonies. Yesterday we found a new investigator! Her name is Jessica and we are very excited to teach her. Jessica family is from Texas and we are hoping to meet his family this Thursday. The work is going really good and I love being a missionary. I love you all and am looking forward to read you letters.

B. *Preach My Gospel* Activity

On a separate sheet of paper, create short lessons about Heavenly Father and Prophets using possessives. Use vocabulary words from *God is Our Loving Heavenly Father* and *Heavenly Father Reveals His Gospel in Every Dispensation* sections of *Missionary Vocabulary and Phrases*. Practice teaching these lessons with your companion and have your companion evaluate how well you used possessives.

Example: *God is <u>our</u> loving Heavenly Father. We are <u>His</u> children. He created us in <u>His</u> own image.*
God knows you by <u>your</u> name and wants you to become like Him.

C. Translation

Translate the following sentences into English. Write your answer on a separate piece of paper and then compare your translation with the answer key in the back of this book.

(Translate into other languages)

1. I love my family.
2. Every person on earth is a member of God's family.
3. Joseph Smith's family members were religious.
4. Many people are concerned for their families.
5. Will you repent of your sins?
6. Lute served her mission in New Zealand.
7. His love for us was so great that He gave us His Son.
8. The decision to live the gospel is ours.
9. The responsibility to act is yours.
10. His family lives in California. How about yours?
11. It was my companion's turn to share his testimony.
12. Sister Ting's testimony brought the spirit to the meeting.
13. Elder Tuitupo and Elder Smith wrote a letter to their new investigators.

Asking about and describing
Objects, People, and Their Characteristics

Purpose

This function will help you talk about what something is like and how often someone does something; for example, talking about what God is like, what His characteristics are, and how often He does something. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- Ammon was a **faithful** servant. (Adjective + Noun)
- Families are **eternal**. (*Be* Verb + Adjective)
- God **always** answers our prayers. (Frequency Adverb)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

God Is Our Loving Father in Heaven	What are God's characteristics? What is He like? *Translation*
The Gospel Blesses Families	What did God intend the family to be? How important is family? *Translation*
The Savior's Earthly Ministry and Atonement	Who is the Savior? What is He like? How was He different from a normal person? *Translation*
The Restoration of the Gospel of Jesus Christ through Jesus Christ	What was Joseph Smith like? How did he describe the pillar of light in the First Vision? *Translation*
The Book of Mormon	How would I describe the Book of Mormon? How is it similar to the Bible? *Translation*
Pray to Know the Truth	What does the Spirit feel like? *Translation*
Atonement	Did the Savior ever give in to temptation? *Translation*
Spirit World	What is the spirit world like? *Translation*
Kingdoms of Glory	How do the kingdoms of glory compare to one other? What is the glory of each kingdom likened to? *Translation*
Baptism, Our First Covenant	How often has God required His children to make covenants? *Translation*

Tasks from Missionary Vocabulary and Phrase Book

Extend Commitment Invitations	How important is this commitment? What specific blessings will come from keeping this commitment? *Translation*
Get to Know Someone	What kind of person are they? What is their family like? How can I describe my family members to someone else? *Translation*
Make a Purchase	How would I describe what I want to buy? *Translation*

Simple Noun Clauses

Examples from *Vocabulary and Phrases*

I know that **the Lord will strengthen you**.	translation
I know that **God will bless you for your efforts**.	translation
We know that **the Lord will guide you**.	translation
We know that **God answers our prayers**.	translation

Notice the Grammar

Read the following sentences. Notice the word ***that*** in each sentence. Pay attention to the phrases before ***that*** in each sentence. Also, notice that there is an underlined complete sentence after ***that***.

1. I know **that** the church is true.
   Translate
2. I know **that** faithfully paying tithing brings blessings.
   Translate
3. My companion thinks **that** Mr. James will be baptized soon.
   Translate
4. We think **that** the Bronson family has great faith in God.
   Translate

Let's Talk About It

You can use noun clauses to bear your testimony or express your opinion. The sentences above show the following:

1 and 2: Bear testimony
3 and 4: Express an opinion

The underlined noun clauses in the sentences above are all complete sentences by themselves. These noun clauses explain what you know or think.

Learn the Form

Affirmative Statements

Look at the columns under ***Main Clause*** on the left side of the chart below. The subject and verb follow the rules for the simple present tense. (To review the simple present tense, see *Chapter 7 Simple Present Tense*.) Notice that *-s* or *-es* is added to the end of the verb after the subject *he* or *she*.

Look at the columns under ***Noun Clause*** on the right side of the chart below. Notice that the noun clause is a complete sentence. The noun clause has a subject, verb, and object. Also, notice that the verb can be past, present, or future tense. The verb can also be the *BE* verb.

Main Clause		Noun Clause Marker	Noun Clause		
Subject	**Verb**		**Subject**	**Verb**	**Object**
I	**know**		God	**loves**	us.
You	**know**		the Book of Mormon	**is**	true.
He			the prophet	**teaches**	the truth.
She	**knows**	that	we	**will live**	with God again.
The Bishop			she	**is**	trying.
We	**know**		God and Jesus Christ	**appeared**	to Joseph Smith.
They	**know**		paying tithing	**brings**	blessings.

Negative Statements

5b Look at the columns under ***Main Clause*** on the left side of the chart below. The subject and verb follow the rules for creating the negative simple present tense. (To review the simple present tense, see *Chapter 7 Simple Present Tense.*) Notice that *do* becomes *does* when the subject is *he* or *she*.

In negative statements, the noun clause functions the same as in affirmative statements (see above). Notice that it is a complete sentence.

Main Clause			Noun Clause Marker	Noun Clause		
Subject	**Do Not**	**Verb**		**Subject**	**Verb**	**Object**
I	**do not**	believe	that	Jesus Christ	came	to the earth.
You	**do not**			John	became	an in-active member.
He	**does not**			Joseph Smith	saw	God and Jesus Christ.
She				God	loves	perfectly.
The Bishop				we	are	speaking today.
We	**do not**			Satan	stopped	tempting people.
They	**do not**			they	will teach	a successful lesson.

Yes/No Questions

5c Look at the columns under ***Main Clause*** on the left side of the chart below. The subject and verb follow the rules for creating *Yes/No* questions in simple present tense. (To review the simple present tense, see *Chapter 7 Simple Present Tense.*) To make a *Yes/No* question, add the auxiliary verb *do* in front of the subject. Also, notice that *do* becomes *does* when the subject is *he* or *she*.

Main Clause			Noun Clause Marker	Noun Clause		
Do	**Subject**	**Verb**		**Subject**	**Verb**	**Object**
Do	you	think	that	your companion	is	fluent?
Does	he			we	had	a fireside last week?
	she			her mother	rejected	the missionaries?
Do	they			Jesus Christ	created	the world?

Answers	
Yes, I **do**.	No, I **don't**.
Yes, he **does**.	No, he **doesn't**.
Yes, she **does**.	No, she **doesn't**.
Yes, they **do**.	No, they **don't**.

Learn the Use

Giving Suggestions

5d One way to soften a suggestion is to put it into a noun clause. (To review suggestions, see *Chapter 13 Modals for Suggestions*.) The following suggestions are not as strong because they are part of a noun clause. The **bolded** part of the sentences softens the suggestion.

Examples: **I feel** that we should visit the Vuniwai family today.
Translation

I think that you should ask Brother Haverly for a referral.
Translation

I believe that we should set a high goal for baptisms.
Translation

Relaying Information from One Person to Another

5e We use noun clauses when we repeat to someone what someone else said. For example, if Brother Adams calls on the phone and tells you that he cannot come to your next appointment with an investigator, you can say to your companion:

Example: **Brother Adams said** that he cannot come to our next appointment.
Translation

He said that he was feeling unwell.
Translation

Here is another example. While having an interview with your mission president, he asks you to choose a specific neighborhood in your area and focus on proselyting there. After the interview you are talking with your companion and you can say:

Examples: **The Mission President said** that we should focus on a specific area.
Translation

He said that we should pray about which area to choose.
Translation

Deleting the Noun Clause Marker

Native speakers will often delete the noun clause marker in a sentence. So, the sentences will sound like the following sentences. Notice that the noun clause marker *that* is missing.

Examples: **I know** Christ will come to Earth again.
Translation

I think Elder Ruiz is a good missionary.
Translation

I believe the commandments help us to be happy.
Translation

In the sentence pattern you have learned in this chapter, the noun clause marker *that* can always be deleted and the sentence will still be grammatically correct. However, in other types of noun clauses, the noun clause marker cannot always be deleted. In your own speech, always using *that* before noun clauses will ensure that your sentences are grammatically correct.

Activities (See answers on page 175.)

Learn on Your Own

A. Baptismal Interview Questions

The baptismal interview questions on page 206 of *Preach My Gospel* contain a number of noun clauses. Look at the first three baptismal interview questions, copied below. Underline all of the noun clauses and circle all of the main clauses in the questions. Check your answers.

1. Do you believe that God is our Eternal Father? Do you believe that Jesus Christ is the Son of God, the Savior and Redeemer of the world?
2. Do you believe the Church and gospel of Jesus Christ have been restored through the Prophet Joseph Smith? Do you believe that [current Church President] is a prophet of God? What does this mean to you?
3. What does it mean to you to repent? Do you feel that you have repented of your past transgressions?

B. Sentence Completion

Complete the following sentences. Write down your answer on a separate piece of paper.

Example: I believe that _____.
→ I believe that *Jesus is the Christ*.
_____we need to check our phone messages.
→ *I think that* we need to check out phone messages.

1. I know that _____.
2. I think that _____.
3. I believe that _____.
4. I know that _____.
5. I think that _____.
6. I know that _____.
7. _____ God the Father, Jesus Christ and the Holy Ghost are three separate beings.
8. _____ God wants us to return and live with Him.

C. Error Correction

Each of following sentences contains at least one error. Correct the errors. Check your answers.

1. He believes that God answer his prayers.
2. We knows that God blesses us.
3. He that he had a great companion.
4. He thinks that he receive blessings often.
5. Do you believed that you will be saved someday?

Learn with Your Companion

D. Sharing Your Testimony

With your companion, make a plan to visit a few less-active members. To prepare for your visit, think about what you will say when you help these members feel the Spirit through bearing your testimony to them. Write down a few ideas. Remember to use the noun clauses you have learned in this chapter. Then, if you feel it is appropriate, bear your testimony to your companion in preparation for your visit to the less-active members.

E. Baptismal Interview Role Play

With your companion, practice the baptismal interview several times. (The baptismal interview questions on page 206 of *Preach My Gospel*.) Have your companion pretend to be the investigator who is being interviewed for baptism while you ask the interview questions. Then, trade roles and you be the investigator. As you ask and answer the interview questions during your role-play, focus on the noun clauses in the interview questions and in the answers that you give while pretending to be the investigator.

F. Asking Questions

Study the section *Ask Questions* in *Chapter 10 – Teaching Skills* of *Preach My Gospel* (see page 183). With your companion, brainstorm a list of questions you can ask your investigators to help them share their feelings or recognize a growing testimony. Remember to use noun clauses in the questions when appropriate.

Simple Present Tense

Examples from *Vocabulary and Phrases*

God **shows** His love for us by calling prophets.	translation
The Book of Mormon **contains** the fullness of the Gospel.	translation
Do you **have** questions about this ordinance?	translation
When **does** zone conference **begin**?	translation

Notice the Grammar

As you read the following sentences, pay attention to the **verbs** that are underlined and bolded. After reading the first time, read the sentences again and think about the meaning of the sentences.

1. Full-time missionaries **wake** up at 6:30 every morning.
   Translate
2. The Holy Ghost **teaches** us through quiet feelings.
   Translate
3. Death **does not change** our personality.
   Translate
4. **Does** God **answer** prayers?
   Translate
5. When **does** he usually **come** home?
   Translate

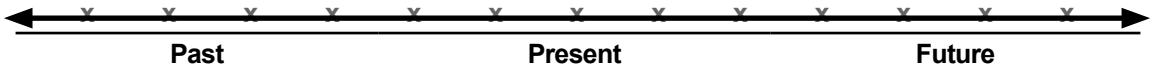
Let's Talk About It

The simple present is used when talking about something that happens repeatedly on a regular basis or something that is true. In the above sentences different uses and structures of simple present are shown. Each explanation below refers to the numbered sentence above and shows:

1. An affirmative statement that describes a habitual action
2. An affirmative statement that describes one of the gospel truths
3. A negative statement with *does* and the negative word *not*
4. A *Yes/No* question with *does*
5. An information question with the Wh-question word *when*

Learn the Meaning

Repeated or Usual Actions

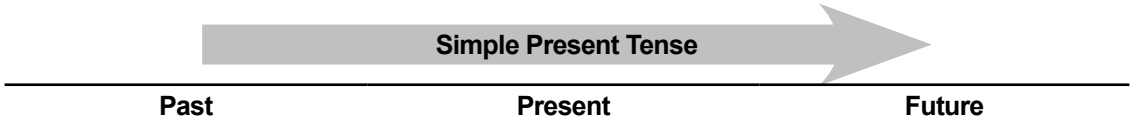


We use the simple present tense to talk about what we always do or something that happens repeatedly. For example, we use the simple present tense to talk about our daily routines. You can also use the simple present tense to talk about habits, hobbies, and frequent events that happen on a regular basis.

Examples:		
	Habits	Elder Lee **brushes** his teeth after every meal. *Translation*
	Hobbies	Sister Smith **collects** old stamps. *Translation*
	Frequent Events	Church members **hold** weekly family home evening. *Translation*

General Truths and Facts

We also use simple present to talk about something that is permanently true and never changes. For this reason, we use the simple present when we talk about gospel truths as well as general truths, scientific facts, and permanent situations.



Examples:		
	Gospel truths	The gospel of Jesus Christ **blesses** families. *Translation*
	Scientific facts	Water **boils** at 100 degree Celsius. *Translation*
	General truths	The sun **rises** in the east. *Translation*
	Permanent Situations	My family **lives** in Tonga. *Translation*

Learn the Form

Affirmative Statements in the Simple Present

In order to form the simple present, we use the base form of a verb. (The base form of a verb is just the infinitive form of the verb without the "to." For example, the base form of the infinitive *to walk* is *walk*.) Notice when *-s* or *-es* is added to the end of the verb.

6b

Subject	+	Base Form of Verb (-s/-es)	=	Simple Present
Full-time missionaries	+	study	=	**Full-time missionaries study** every morning.
The Holy Ghost	+	teach***es***	=	**The Holy Ghost teaches** us through quiet feelings.

Notice how the form of *work* changes in the chart below.

		Subject	Verb
Singular	1st Person	I	**work**
	2nd Person	You	
	3rd Person	She He It	**works**
Plural	1st Person	We	**work**
	2nd Person	You	
	3rd Person	They	

Note: One of the most common grammar errors with beginning English speakers is to leave off the **-*s*** (or in some cases **-es**) when the subject is in the third-person singular. Remember that when the subject is in the third-person singular, the verb almost always changes in the present tense. This rule applies to both pronouns (like *she, he,* or *it*) and regular nouns (like *scripture*, *car*, or *dog*). This section of the table is shaded to remind you of this rule.

Negative Statements in the Simple Present

Negative sentences are created by inserting *do* and the negative word *not*. Notice when the form of *do* changes to *does* in the chart on the next page. Also, notice how the main verb is always in its base form regardless of the subject in negative statements.

6c

Subject	*Do/Does*	+	*Not*	+	Verb (base form)	=	Simple Present (Negative)
Death	does		not		change	=	Death **does not change** our personality.

Examples: Affirmative: He plays basketball. → Negative: He **does not play** basketball.
Affirmative: She likes fish. → Negative: She **doesn't like** fish.

Oftentimes, English speakers combine the verb *do/does* and the negative word *not* to form the contractions *don't* and *doesn't*.

		Subject	Do/Does Not	Verb (base form)	Contractions
Singular	1st Person	I	**do not**	work	I **don't** work
	2nd Person	You			You **don't** work
	3rd Person	She	**does not**	work	She **doesn't** work
		He			He **doesn't** work
		It			It **doesn't** work
Plural	1st Person	We	**do not**	work	We **don't** work
	2nd Person	You			You **don't** work
	3rd Person	They			They **don't** work

Yes/No Questions

A *Yes/No* question is simply a question that can be answered with "Yes" or "No." In order to make a *Yes/No* question, use *do* or *does* depending on the subject of the sentence.

Do/Does	+	Subject	+	Verb (base form)	=	*Yes/No* Question
Does		God		answer	=	**Does God answer** prayers?

	Do/Does	Subject	Verb (base form)		Responses	
1st Person	**Do**	I	need	the gospel?	Yes, you **do**.	No, you **don't**.
2nd Person	**Do**	you	believe	in God?	Yes, I **do**.	No, I **don't**.
3rd Person	**Does**	he	have	a testimony?	Yes, he **does**.	No, he **doesn't**.
		she	go	to church?	Yes, she **does**.	No, she **doesn't**.
Plural	**Do**	they	read	the Book of Mormon?	Yes, they **do**.	No, they **don't**.

Note: Remember to use the correct form of *do/does* with the subject. A common error is to use *do* rather than *does* with *he/she/it* subjects.

Information Questions

When we want to know more about someone or something we use a question to ask for information. When asking an information question, add the appropriate Wh-question word (*who, what, when, where, why, how*) to the beginning of the sentence.

Object Questions (the question word is the object of the sentence; require an auxiliary verb like *do/does*)

Wh-Word (Object)	+	*Do/Does*	+	Subject	+	Verb (base form)	=	Wh-Object Question
When		does		he		come	=	**When does he come** home?

	Wh-Word (Object)	Do/Does	Subject	Verb (base form)		Responses
1st Person	**Why**	do	I	need	the gospel?	Because it blesses your life.
2nd Person	**What**	do	you	think	about the message?	I think it's true.
3rd Person	**Where**	does	he	live	?	He lives in Tonga.
	When		she	study	the Book of Mormon?	She studies it every day.
Plural	**How**	do	we	know	that it's true?	By asking God.

Subject Questions (the question word is the subject of the sentence; don't require an auxiliary verb)

Wh-Word (Subject)	+	Verb (-s)	+	Object	=	Wh-Subject Question
Who		loves		us	=	**Who loves** us?

Wh-Word (Subject)	**Verb** (base form)	**Object**	**Responses**
Who	loves	us?	Heavenly Father loves us.
What	makes	us happy?	The gospel of Jesus Christ.
Who	passes	the sacrament?	The deacons.

Learn the Use

To learn the difference between the simple present tense and the present progressive, read *Chapter 16 Present Progressive*.

Activities (See answers on page 175.)

Learn on Your Own

A. Fill in the Blank

Fill in the blank with the appropriate form of the verb given in parentheses. Write down your answers on a separate piece of paper. Check your answers.

Example: God __*shows*__ (show) his love for us by calling prophets.

1. God _____(call) prophets to testify of Jesus Christ.
2. Wicked people _____(reject) prophets' teachings.
3. Prophets _____(reveal) God's plan.
4. This parable _____(tell) us about eternal salvation.
5. These parables _____(teach) us about the kingdom of God.
6. A living prophet _____(direct) the church today.
7. Apostles _____(testify) of Jesus Christ.
8. The Book of Mormon _____(contain) the fullness of the gospel.
9. The Holy Ghost _____(teach) us through quiet feelings.

B. Fill in the Blank

The following paragraph describes Elder Malu's daily schedule. Complete the sentences using the following verbs in the correct form. Each verb can only be used once. Check your answers when you are finished. (The first one has been done for you.)

plan	~~teach~~	respect	have	eat	return
go	wake	study	begin	take	keep
obey	testify	exercise	read	practice	

Elder Malu's Daily Schedule

My companion and I __*teach*__ people about God every day. We (1.)_____ of the message of the Restoration. I really (2.)_____ my companion, Elder Lee. He (3.)_____ all the mission rules. He also (4.)_____ all the commandments. Elder Lee and I (5.)_____ a busy schedule. We (6.)_____ up at 6:30. We then (7.)_____ for 30 minutes. At 7:00, I (8.)_____ a shower and (9.)_____ breakfast. At 8:00, I usually (10.)_____ the Book of Mormon or *Preach My Gospel* for personal study. At 9:00, my companion and I (11.)_____ together. We often (12.)_____ teaching. At 10:00, my companion and I (13.)_____ proselyting. At 9:00 p.m. we (14.)_____ to our apartment. Then, we (15.)_____ the next day's activities. At 10:30 p.m. we (16.)_____ to bed.

C. *Yes/No* Questions

Use the words in parentheses to form Yes/No questions. Write your answers on a separate piece of paper. Check your answers.

Example: (God/us/care/about) → *Does God care about us?*

1. (The Book of Mormon/ the fullness of the gospel/ contain)
2. (Holy Ghost/ through quiet feelings/ us/ teach)

3. (we/ start/ by addressing our Heavenly Father/ our prayers)
4. (The law of chastity/ prohibit/ abortions)
5. (we/ to help the needy/ donate money to the church)
6. (as we serve/ we / grow in faith)
7. (allow us to be spiritually reborn/ this doctrine)
8. (we/ make sacred covenants/ in the temple)
9. (begin/ at seven o'clock/ sacrament meeting)
10. (Heavenly Father/ know our weaknesses)

D. Practice Information Questions

Create an appropriate information question for each answer below. Write down your answers on a separate piece of paper. Check your answers. The underlined parts of the sentence should answer your question.

Example: Q: *How do I pray?* ?
A: First, address Heavenly Father. Then, express your gratitude and ask for blessings. Finish your prayer by saying, "in the name of Jesus Christ Amen".

1. Q: _____?
   A: They live in Provo.
2. Q: _____?
   A: Heavenly Father loves each one of us.
3. Q: _____?
   A: All missionaries invite people to come unto Christ.
4. Q: _____?
   A: We have our zone meeting at 10 a.m.
5. Q: _____?
   A: The mission president presides over all the missionaries.
6. Q: _____?
   A: Elder Lee reads the Book of Mormon every day.
7. Q: _____?
   A: The Smith family holds their family home evening every Monday.

E. Translation

Translate the following sentences into English. Write down your answers on a separate piece of paper. Check your answers.

1. God has a body of flesh.
2. Sins lead us to unhappiness.
3. Heavenly Father knows our weaknesses.
4. God expects us to obey him.
5. Worthy priesthood holders desire to obey God's commandments.
6. We make sacred covenants in the temple.
7. We learn the importance of agency.
8. We end prayers in the name of Jesus Christ.
9. We start our prayers by addressing our Heavenly Father.

Learn with Your Companion

F. Common Errors

Each sentence below contains one or more errors. Figure out why each sentence is wrong and how it should be corrected. Write down your answers on a separate piece of paper. Check your answers.

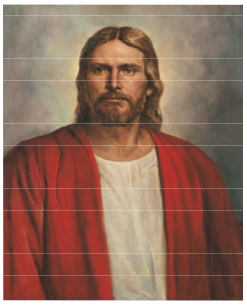
Example: He love me. → *He loves me.*

1. The gospel bless us with hope.
2. The scriptures shows us the way.
3. He pray.
4. The gospel is blesses us with many things.
5. He does not wants to go.
6. She ride the bus every day.
7. He do not like spicy food.
8. She like food?

G. Describe the Picture

Look at the following pictures. Write ten sentences about the pictures using the simple present tense. Underline the verbs in your sentences and then compare your answers with your companion's.

Examples: The Book of Mormon testifies of Jesus Christ. Church members often go to the temple. Joseph Smith reads the scriptures.



Learn with a Native

H. Pronunciation of *-(e)s* Ending

Ask a native speaker to pronounce each verb with *–(e)s* ending. Then, pronounce each verb back to them and ask for their feedback.

/s/	/z/	/ɪz/
speaks	lives	teaches
works	sees	closes
eats	loves	judges
talks	does	finishes
prays	needs	watches
hopes	begins	dances
looks	prays	freezes

I. Talk about a Daily Schedule

Look at the timetable below and talk about your usual schedules of these days to a native speaker. If you need help, turn to page viii in *Preach My Gospel* and look at Missionary Daily Schedule. Ask for feedback on your answers.

Example: *I get up at 6:30. I go to bed at 10:30*.

Time	Preparation Day	Sunday	Weekdays
6:30 a.m.			
7:30 a.m.			
8:00 a.m.			
9:00 a.m.			
10:00 a.m.			
11:00 a.m.			
12:00 p.m.			
1:00 p.m.			
2:00 p.m.			
9:00 p.m.			
10:30 p.m.			

Learn with Your District

J. Sharing Testimonies

Invite each missionary in your district to share his or her testimony about the gospel truths and principles using the simple present tense.

Example: *I know that Heavenly Father lives. He loves his children. We are happy when we obey his commandments.*

Adjectives and Adverbs

Examples from *Vocabulary and Phrases*

I learned that the Lord blesses us when we are **obedient**.	translation
Through His Atonement, we can receive **eternal** life.	translation
Sin **always** leads to unhappiness.	translation
When does he **usually** come home?	translation

Notice the Grammar

Look at the example sentences below. Each sentence contains either an adjective or an adverb. All the **adjectives** are bolded and all the adverbs are underlined.

1. This is the **true** church.
   Translate
2. Nephi was **faithful**.
   Translate
3. God always answers our prayers.
   Translate
4. Jack is usually on time for his appointment with the missionaries.
   Translate

Let's Talk About It

Adjectives are words that tell us more about nouns (people, places, or things) or pronouns. **Adverbs** are words that modify verbs. Adverbs that describe "how often" an action takes place are called ***frequency adverbs***. In this chapter, we will focus on frequency adverbs. Try to identify the word that is being described by them in each sentence above. Each explanation below refers to the sentence of the same number above.

1. The adjective *true* is describing the noun *church*. Adjectives often describe the nouns that immediately follow them.
2. The adjective *faithful* is describing the proper noun *Nephi*. When an adjective comes after the *BE* verb, it describes the noun that is the subject of the sentence.
3. The frequency adverb *always* is describing the verb *answers*. Frequency adverbs occur before the main verbs.
4. The frequency adverb *usually* is modifying the *BE* verb. When the main verb is the *BE* verb, frequency adverbs occur after the *BE* verb.

Learn the Form

Position of Adjectives

Adjective + Noun

An adjective can come before the noun it describes. Look at the example sentences below and notice how an adjective tells you more about the noun that follows it.

Examples:

Nephi had **great** faith in the Lord.
Translation

The gospel of Jesus Christ helps families build **strong** relationships.
Translation

We can receive **eternal** life if we exercise faith in Jesus Christ.
Translation

Missionaries need to obtain **spiritual** knowledge.
Translation

BE Verb + Adjective

An adjective can occur alone after the *BE* verb. Look at the example sentences below and notice how an adjective describes the subject of the sentence.

Examples: Elder Samoa is **tall**.
Translation

Families are **eternal**.
Translation

The Book of Mormon is **true**.
Translation

Temple ordinances are **sacred**.
Translation

Position of Frequency Adverbs

Frequency adverbs usually occur in the middle of the sentence. The exact placement of frequency adverbs depends on the type of verb in the sentence. Below you will find some of the most common places where frequency adverbs appear.

7b

Subject + Adverb + Main Verb

The most common position of **frequency adverbs** is before the main verb they are modifying.

Examples: My companion and I **always** do the laundry on our preparation days.
Translation

Brother and Sister Smith **often** attend the temple.
Translation

Elder Lee **seldom** skips breakfast.
Translation

Our mission president **rarely** comes to our district meeting.
Translation

Subject + *BE* Verb + Adverb

When the main verb of the sentence is the *BE* verb, **frequency adverbs** come after the *BE* verb.

Examples: Jack is **often** grateful for all his blessings.
Translation

Elder Liu is **never** lazy.
Translation

Missionaries are **always** ready to share the gospel with everyone.
Translation

Brother Smith is **rarely** at home in the evening.
Translation

Formation of Adverbs

In English, we can often form an adverb by adding ***-ly*** to an adjective.

7c

Adjective	+	-ly	=	Adverb
quiet	+	ly	=	quietly
usual	+	ly	=	usually
frequent	+	ly	=	frequently
rare	+	ly	=	rarely

Note: Not all adverbs end in *-ly*. For example *always, often*, and *never* are some frequently used adverbs without *-ly* endings. The only way to learn other adverbs that do not end in *-ly* is to memorize them so that you can distinguish them from adjectives.

Meaning of Frequency Adverbs

We use frequency adverbs when we want to explain *how often* someone does something or something happens. The chart below lists some of the most common frequency adverbs and explains when to use each, depending on how often something happens.

Frequency	Adverbs	Example Sentences
100%	**always**	Missionaries **always** preach the gospel to people.
↕	**almost always**	We **almost always** arrive at church early.
↕	**often/frequently**	My companion and I **often** visit less active members.
↕	**usually**	Sam **usually** reads the Book of Mormon in the morning.
↕	**sometimes/occasionally**	We **sometimes** eat lunch at home.
↕	**rarely**	I **rarely** fall asleep as I study.
↕	**almost never**	Sister Lee **almost never** skips breakfast.
0%	**never**	The Holy Ghost **never** lies.

Activities (See answers on page 176.)

Learn on Your Own

A. Rewrite the Sentence

Read each sentence below carefully. Choose the appropriate adjective from the choices in the parentheses based on how true that statement is about you. Then, rewrite that sentence using the adjective you've chosen.

Example: I am _____ (patient, impatient).
→ I am ___*patient*___ (patient, impatient).

1. I have _____ (strong, weak) faith in Christ.
2. I am _____ (grateful, ungrateful) for my blessings.
3. My prayers are _____ (dull, edifying).
4. I focus on _____ (impure , pure) thoughts.
5. I am _____ (self-centered, mindful of other people).
6. My prayers are _____ (general, specific).
7. I am _____ (optimistic, pessimistic).
8. I have a _____ (sincere, insincere) desire for happiness of other people.
9. I say _____ (positive, negative) things about others.
10. I am _____(reliable, unreliable).

B. Position of Adjectives

Complete the following sentences by putting the adjective in parentheses in the correct position.

Example: Elder Ting is a missionary. (great)
→ *Elder Ting is a great missionary.*

1. Families are (important) →
2. We have a car (black) →
3. The house is (big) →
4. Elder Samoa had a sandwich (big) →
5. All the missionaries are (faithful) →
6. Sister Tonga is (tall) →
7. Sister Atagi wore a skirt (long) →
8. Talo has a testimony (strong) →
9. The weather was (hot) →
10. Sister Smith has a dog (cute) →

C. Fill in the Blank

Choose the correct answer for each sentence. Check your answers.

1. God has __ required His children to make covenants.
   a. never b. occasionally c. always
2. My companion and I __ go tracting at 6:30 in the morning.
   a. never b. occasionally c. usually

3. As missionaries, our goal is to __ follow up on the commitment invitations we extend.
   a. never b. occasionally c. always
4. Missionaries __ ask ward missionaries to come with them to their teaching appointments.
   a. never b. sometimes c. always
5. When missionaries teach investigators, they __ extend a commitment invitation.
   a. never b. rarely c. usually
6. Heavenly Father __ hears our prayers.
   a. almost never b. occasionally c. always
7. Missionaries __ seek referrals from everyone.
   a. never b. rarely c. often
8. Elders are _ in white shirts and ties.
   a. rarely b. frequently c. almost always

D. Answering *How Often* Questions

Answer the following questions about yourself. Use the most appropriate frequency adverb from the box to answer each question. Write your answers on a separate piece of paper. When you're done with Activity D, look at page 25 in *Preach My Gospel* and complete the first activity under the heading *Personal Study.*

Frequency Adverbs				
always	often	sometimes	seldom	almost never
usually	frequently	occasionally	rarely	never

Examples: How often do you think about your investigators when you study?

→ *I always think about my investigators when I study.*

How often are you unkind to your neighbor?

→ *I am never unkind to my neighbor.*

1. How often do you think about what you studied in the morning?
2. How often do you record spiritual impressions and ideas?
3. How often do you fall asleep as you study?
4. How often do you look forward to personal study?
5. How often do you look forward to companion study?
6. How often do you seek answers to your questions?
7. How often do you obey the mission rules?
8. How often do you follow the counsel of your leaders?
9. How often are you patient with others?
10. How often are you grateful for your blessings?

E. Learning to Recognize the Promptings of the Spirit (Preach My Gospel Activity)

In your native language, read the section *Learn to Recognize the Promptings of the Spirit* in Chapter 4 of *Preach My Gospel*. Write down five adjectives from the first and second paragraphs of the section. Use an English copy of *Preach My Gospel* or a dictionary to find the corresponding adjectives in English. Memorize these words to assist you in describing the Spirit to those you teach.

Learn with Your Companion

F. Learn to Recognize the Promptings of the Spirit

Using the adjectives you learned in activity *E* above, practice teaching your companion how to recognize the promptings of the Spirit. When you are finished, have your companion teach you. Ask for feedback on how well you used adjectives.

G. Adjectives from the Scriptures

With your companion, choose three scriptures from the list below. Working individually, write down all of the descriptive adjectives you find in each scripture. Then, share the adjectives you found with each other. The goal is for both of you to identify the same adjectives in each verse. Check your answers in the back of the book.

- 1 Kings 19:12
- 2 Nephi 31:18-19
- Alma 8:10
- Mosiah 15:11
- 1 Nephi 1:14
- 1 Nephi 11:35; 12:18
- 1 Nephi 2:16
- Moses 6:31
- Alma 53:20

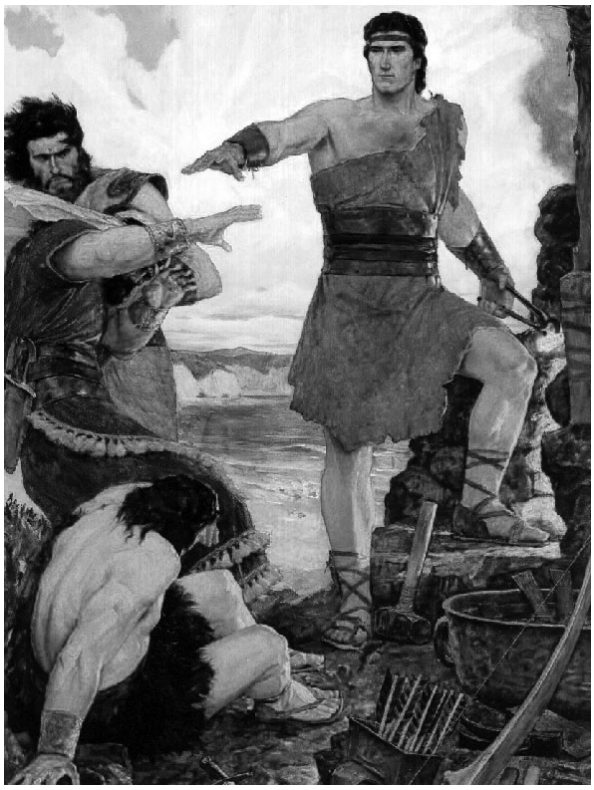
Learn with Your District

H. Describe People from the Book of Mormon

This is a game to play with your district. To start, each missionary chooses two characters from the Book of Mormon, a righteous person and an unrighteous person. Then, the missionaries take turns describing the characters they chose without saying the characters' names. The box below contains adjectives that may help in describing each character. The other missionaries try to guess the Book of Mormon character that is being described. Go around the room until each missionary has described both Book of Mormon characters he or she chose.

Example: This person was a wicked man. He was selfish and greedy. He tried to kill Laman. He was stubborn and he would not give the brass plates to Laman, Lemuel, Sam, and Nephi. (Answer = Laban)

great	good	eager
happy	mean	cheerful
brave	confident	obedient
friendly	determined	responsible
unkind	serious	greedy
diligent	righteous	faithful
quiet	humble	loving
wicked	selfish	unrighteous
lazy	stubborn	boastful



Review: Describing

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Describing Objects, People and their Characteristics

- Simple Noun Clauses — Chapter 6
- Simple Present Tense — Chapter 7
- Adjectives and Adverbs — Chapter 8

Activities (See answers on page 176.)

A. Error Correction

The following paragraph contains seven errors. On a separate sheet of paper, rewrite the paragraph with the errors corrected. Check your answers.

> Joseph Smith's mother had an unusual spiritually experience not long before his birth. His father was a man religious. Joseph Smith prayerful by nature. As a youth, Joseph was shown heavenly visions which taught many preciously truths. On January 18, 1827, he married Emma Hale. Emma was genuinely religiously. Joseph Smith was patient always in afflictions. He was a leader remarkable.

B. Scripture Activity

Read 2 Nephi 2:27-30 and write down all the adjectives in this passage. Check your answers. Then have your companion play the role of one of your investigators. Teach verse 27 to your companion describing God, Satan, and men. Describe why agency is preserved or taken away according to whom we choose to follow. Get feedback on how well you used adjectives.

Example: *Men are free to choose. If they choose to follow the Savior, they will be happy.*

C. Translation

On a separate sheet of paper, translate the following sentences into English. Check your answers. This activity focuses on present tense.

(Translate into other languages)

1. Sincere faith is very important.
2. I know that the church is true.
3. This is an important principle.
4. That is a good question.
5. When we are obedient, we receive blessings.
6. Joseph Smith was a faithful prophet.
7. The decisions that you make are important.
8. Elder Atagi is a diligent missionary.
9. Families are important to God.
10. My family often prays together in the morning.
11. Elder Lee and Elder Smith rarely eat dinner at home.
12. The missionaries always get up at 6:30 in the morning.

D. Companion Activity

1. Describe the Book of Mormon to your companion as if he or she were a new investigator. Describe the different sections and choose a particular person from the Book of Mormon and describe him or her as well. Use scriptures in your descriptions. Focus on using adjectives correctly and get feedback on how well you used these principles.

   Example: *The Book of Mormon is an ancient record that testifies of Christ. The Book of Mormon was essential to the restoration. Joseph Smith received an extraordinary calling and was able to translate this precious record into English by the power of God.*

2. Choose a principle from one of the missionary lessons and write down at least 5 nouns from that lesson. Then write as many adjectives as you can that could describe each noun. Practice using the nouns and adjectives to teach your companion the principle you chose as if he or she were one of your investigators.

   Example:
   Principle: *Heavenly Father Reveals His Gospel in Every Dispensation*
   Nouns: prophet, gospel, apostasy, priesthood, revelation
   Adjectives for *prophet:* faithful, diligent, obedient, humble, spiritual, responsible, patient, brave, righteous

3. Look over your list of investigators. In order to help new missionaries coming into your area, how would you describe these families? Remember to think about where adjectives belong in sentences.

   Example: *Jack is one of the less-active members we have been visiting recently. He is really nice and trying to come back to church. One of the things that keep him from attending church is his busy work schedule. He often works long hours on Saturday. Because he's tired, he has been having a hard time getting up on Sunday to come to church.*

E. Scripture Re-telling

Below is a list of scripture passages that describe various aspects of the gospel. Choose a topic below that you will soon be teaching, read the scripture passage next to it, and learn the vocabulary you do not know. Write four to eight sentences describing the topic you chose to help the person you teach progress (see *Preach My Gospel,* 180). Make sure to use adjectives in all the sentences. Check your sentences with a native speaker. Repeat this activity with other topics and scripture passages.

Example: Gift of the Holy Ghost – 2 Nephi 32:1-5

As we remain faithful and obedient, we can keep the gift of the Holy Ghost. It helps us receive continual guidance and inspiration from the Holy Ghost. The Holy Ghost usually communicates with us quietly. His influence is often referred to as a "still small voice."

Faith – Alma 32:17-43	Prayer – Alma 34:17-28
Revelation – Alma 5:45-46	Gospel – 3 Nephi 27:19-21
Atonement – Alma 7:11-13	Baptismal Covenant – Mosiah 18:8-10

F. Reading

Read the first section of *Testimony of The Prophet Joseph Smith* in the Book of Mormon. You and your companion should take turns describing:

1. How the angel Moroni looked.
2. How the objects in the Hill Cumorah looked.

Use adjectives and adverbs from the list below, or add your own.

Adjectives			Adverbs	
loose	glorious	heavenly	distinctly	greatly
exquisite	bright	great	clearly	suddenly
white	afraid	same	instantly	shortly
brilliant	gold	third	entirely	
bare/naked	ancient/former	exhausted		
open	dark	strict		

Asking about and expressing
Desire, Need, Preference, Ability, Intention, or Purpose

Purpose

This function will help you talk about what we need to, want to, or can do; for example, what we need to repent of or what God wants for us. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- Without God's authority, people **could not** direct the church. (Modals of Ability - Could)
- You **can** know that these things are true by the power of the Holy Ghost. (Modals of Ability - Can)
- We **must** follow what the prophets say. (Modal of Necessity)
- **Will** you share your testimony with us? (Modals for Making Invitations or Requests- Will)
- **Could** you tell him that the meeting starts at 8 o'clock? (Modals for Making Invitations or Requests – Could)
- **Can** you come to church on Sunday? (Modals for Making Invitations or Requests – Can)
- **May** we share our message with your friends? (Modals for Asking Permission - May)
- **Could** we invite your family to the ward activity? (Modals for Asking Permission – Could)
- **Can** we come on Sunday? (Modals for Asking Permission – Can)
- We **should** never lose faith. (Modal for Suggestions)
- **Fasting** brings us closer to God. (Gerunds as Subject)
- Sister Lee **finished** reading. (Gerunds after Certain Verbs)
- She learned **to recognize** God's influence in her life. (Infinitives after Certain Verbs)
- We partake of the sacrament **to renew our covenants**. (Infinitive of Purpose)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

God Is Our Loving Father in Heaven	What does God want for us? *Translation*
Heavenly Father Reveals His Gospel in Every Dispensation	Why did God call prophets? *Translation*
Restoration of the Gospel	What did Joseph Smith want to know? *Translation*
The Book of Mormon	For what purpose was the Book of Mormon written? *Translation*
The Atonement	Why did Christ perform the Atonement? What does the Atonement allow us to do? *Translation*
Repentance	What do we need to do in order to repent? *Translation*
Baptism	Why do we need to be baptized? *Translation*
Pray Often	What should we pray for? *Translation*
Study the Scriptures	What are the scriptures for? Why do we need to study them? *Translation*
Missionary Work	Why should we desire to do missionary work as members? *Translation*
Temple and Family History	Why do we need temples? What can we do to get involved in Family History work? *Translation*

Tasks from Missionary Vocabulary and Phrase Book

Extend Commitment Invitations	Why does God give us commandments? How can I show encouragement and support? *Translation*
Get to Know Someone	What are their talents and abilities? *Translation*
Make an Appointment	When is it most convenient for them to meet? Where can you meet? *Translation*
Obtain Referrals	Why should we share the gospel with friends? How do we increase our desire to share the gospel? *Translation*

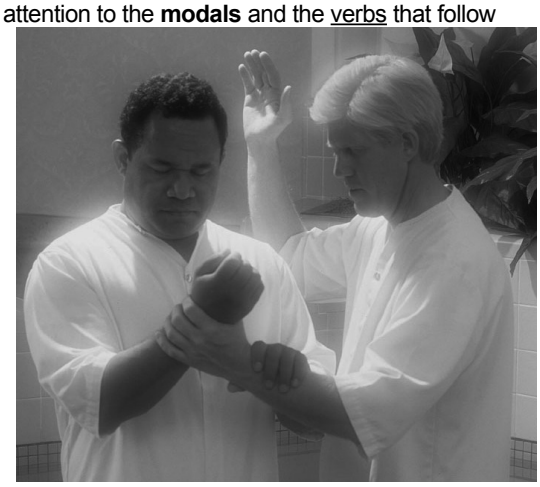
Modals of Ability

Examples from *Vocabulary and Phrases*

I know you **can** find answers to your prayers.	translation
How **can** we help you to talk with your family?	translation
While in the Garden of Eden, Adam and Eve **could** not have children.	translation
It is too bad that you **couldn't** read the Book of Mormon.	translation

Notice the Grammar

Read the following sentences. Notice that each sentence expresses ability. Pay attention to the **modals** and the verbs that follow them.



1. Investigators **can** feel the Spirit when they hear your testimony.
   Translate
2. Who **can** we invite to come to church?
   Translate
3. People **can't** receive the gift of the Holy Ghost until they are baptized.
   Translate
4. Without God's authority, people **could** not direct the church.
   Translate
5. Through priesthood authority, Joseph Smith **could** organize the Church of Jesus Christ on the earth again.
   Translate

Let's Talk About It

Modals are words that add to the meaning of the verb in a specific way. In the above sentences, the modals *can* and *could* express ability for different time periods. The sentences above show:

1-3. The modal *can* expresses ability in the present
4-5. *Could* expresses ability in the past

Notice that the underlined verbs following the modals in the sentences above are all in base form (remember that base form of a verb is just the infinitive form of the verb without the "to"). Verbs following modals are always in base form.

Learn the Meaning

Ability in the Past

8a In order to express ability in the past, use the modal *could*.

Examples: The members **could** feel the Spirit when they heard your testimony.
Translation

Without God's authority, people **could** not understand the scriptures.
Translation

They **could** not fulfill their assignments.
Translation

Ability in the Present

8b In order to express ability in the present, use the modal *can*. The present tense is sometimes used to describe a general truth. (To review this meaning of the present tense, see *Chapter 7 Simple Present Tense.*)

Examples: We **can** rest from our labors on the Sabbath day.
Translation

We **can** call on God to help us. *Translation*
Melchizedek priesthood holders **can** give blessings. *Translation*

Other Meanings

8c

Be careful! Modals have many different meanings. Therefore, people may not be referring to ability every time you hear *can* and *could*. *Can* and *could* in the examples below do NOT express ability.

Examples:

Future Possibility	It **could** rain later today. *Translation*
	This **could** be a bad day for proselyting. *Translation*
	We **could** visit members this evening. *Translation*
Permission	**Can** I please borrow your scriptures? *Translation*
	Could I share an experience with you? *Translation*
	Can we come an hour later?. *Translation*
Request	**Could** you tell him that the meeting was cancelled? *Translation*
	Can you give us your address and phone number? *Translation*
	Could you read this passage aloud? *Translation*

Expressing

Learn the Form

Verbs after Modals

8d

The verb that follows a modal is always in the base form. Look at the chart below. Then, look at some of the other example sentences in this chapter. Notice that the verb after the modal is never conjugated. It is always in base form.

	Subject	Modal	Verb (base form)	
1st Person	I	**can**	speak	Chinese.
2nd Person	You		read	English.
3rd Person	He		run	quickly.
	She		draw	well.
	It		sit	quietly.
Plural	We		listen	together.
	They		sing	confidently.

Negative Statements

8e

In order to make a negative statement, add the negative word *not* between the modal and the verb.

Subject	+	Modal *Can/Could*	+	*Not*	+	Verb (base form)	=	Negative Form
We		can		not		convert		We **can not convert** people without the Spirit.
I		could		not		ride		I **could not ride** a bicycle before my mission.

Often, English speakers combine the modals *can* and *could* with the negative word *not* to say *can't* and *couldn't*. Look at the following chart.

	Subject	Modal	*Not*	Verb (base form)	Contraction Sentence
Present	I	**can**	**not**	drive	I **can't** drive.
	You			sleep	You **can't** sleep.
	He			sing	He **can't** sing.
	We			swim	We **can't** swim.
Past	She	**could**	**not**	pray	She **couldn't** pray.
	It			work	It **couldn't** work.
	You			go	You **couldn't** go.
	They			come	They **couldn't** come.

8f *Yes/No* Questions

In order to make a *Yes/No* question, put the modal *before* the subject.

Modal *Can/Could*	+	Subject	+	Verb (base form)	=	Yes/No Question
Can		he		follow		**Can he follow** the commandments?
Could		she		serve		**Could she serve** a mission?

	Modal *Can/Could*	Subject	Verb (base form)		Responses	
2nd Person	**Can**	**you**	ride	a bicycle?	Yes, I **can**.	No, I **can't**.
3rd Person	**Can**	**she**	join	us for the lesson?	Yes, she **can**.	No, she **can't**.
	Could	**he**	give	an answer?	Yes, he **could**.	No, he **couldn't**.
	Can	**it**	solve	your problem?	Yes, it **can**.	No, it **can't**.
Plural	**Can**	**they**	take	you to the temple?	Yes, they **can**.	No, they **can't**.
	Can	**we**	keep	our bodies healthy?	Yes, we **can**.	No, we **can't**.

8g Information Questions

When asking an information question about ability, we often use the question words *how well* at the beginning of the sentence.

How well	+	Modal *Can/Could*	+	Subject	+	Verb (base form)	=	Wh- Object Question
How well		can		he		ride		**How well can he ride** a bicycle?
How well		could		you		speak		**How well could you speak** English before your mission?

How well	Modal *Can/Could*	Subject	Verb (base form)		Responses
How well	**can**	**you**	cook	?	My cooking is okay.
	could	**you**	memorize	scriptures before?	It was difficult before my mission.
	can	**he**	teach	the lessons?	He's a very good teacher.
	could	**we**	speak	English last month?	Not very well.
	can	**they**	sing	hymns?	Pretty well.

Subject Questions

8h

When asking subject questions, use the question words *who* or *what* and the modal *can*.

Who/What +	Modal *Can/Could* +	Verb (base form) =	Wh- Subject Question
Who	can	go	**Who can go** on splits with the missionaries right now?
What	can	hurt	**What can hurt** our bodies?

Who/What	Modal Can/Could	Verb (base form)		Responses
Who	**can**	**help**	us teach the Pope family?	Brother Smith.
Who	**can**	**recite**	the 13th article of faith.	We can.
What	**can**	**give**	us happiness?	The gospel.

8i

Learn the Use

Expressing

Giving Encouragement and Support

Ability modals are very useful when providing encouragement and support to other people. When you encourage someone, you might use phrases like these:

- I know that you **can** stop smoking.
- I know that prayer **can** give you strength.
- You **can** do it.
- Our trials **can** bring us blessings.

You can offer support to someone by using phrases like these:

- How **can** we help you to prepare for baptism?
- What **can** we do to help you?
- Heavenly Father **can** help you through your challenges

Activities (See answers on page 176.)

Learn on Your Own

A. *Can, Can't, Could, Couldn't*

Complete the paragraphs with the modals *can, can't, could*, or *couldn't*. Write your answers on a separate sheet of paper. Then, check your answers.

Example: For a long time, Jim and Marie's family __*couldn't*__ agree on family scripture study.

1. When we completely obey the Word of Wisdom, there are some things that we can and can't do. For example, we _____ drink coffee or tea, and we _____ smoke cigarettes. Also, alcohol is bad for us. So, we _____ drink wine or beer. However, the Word of Wisdom says that we _____ eat wheat and grains. We _____ also eat fruit and herbs. Meat is also "ordained for the use of man with thanksgiving" (D&C 89:12). So, we _____ eat meat, but we should use it sparingly.
2. Elder Jensen has improved his teaching skills. Last transfer he _____ teach the Plan of Salvation using the diagrams he prepared. His previous companions helped him a lot. Now he _____ teach the doctrines very well.
3. Sister Kioa and her companion almost missed their teaching appointment. First, they _____ find their bicycles. Then, they _____ remember their investigator's name. Finally, they _____ remember their investigator's address. What advice do you have? How _____ Sister Kioa and her companion become better missionaries?
4. At the last zone conference, I taught the first lesson to President Beck during training. I was nervous, but he believed that I _____ teach the lesson well, and I did! Now, I _____ teach my investigators with confidence. With the guidance of the Spirit, I know I _____ do it.

B. *Yes/No* Questions

Change each statement below into a *Yes/No* question. Then answer the question. Check your answers when you are finished.

Example: We can feel Gods' love for us through the Holy Ghost.

→ *Can we feel God's love for us through the Holy Ghost? Yes, we can.*

1. The Holy Ghost can help us to recognize the truth.
2. They could hear the choir singing.
3. You can know for yourself that the Book of Mormon is true.
4. My companion can recite D&C Section 4.
5. We could teach the James family the third lesson yesterday.
6. Mr. Huff can feel the Spirit when we teach.

C. Object Questions

Write a *how well* question for each sentence below on a separate sheet of paper. Then, check your answers.

Example: Sister Brinton can play the organ.

→ *How well can Sister Brinton play the organ?*

1. Mrs. Haynes could feel the Spirit during the lesson.
2. The missionaries use English during ward council meeting.
3. Brother Carlos can speak Spanish.
4. I can tie a necktie.
5. When I was in the MTC, I could teach a lesson in English.
6. My companion and I can cook dinner.

D. Subject Questions

Write a *who* or *what* question for each sentence below on a separate sheet of paper. Then, check your answers.

Example: My companion can drive the car.

→ *Who can drive the car?*

1. Brother Hancock can take us to our appointment.
2. The scriptures can provide answers to life's questions.
3. The Grace family can come with us to the lesson.
4. Prayer can give us strength.
5. The Spirit can teach us what is right.
6. Mr. Curtis couldn't attend sacrament meeting last Sunday.

E. Error Correction

Find the errors in the sentences below. Write the corrected sentences on a separate sheet of paper. Then, check your answers.

1. We can to forgive others.
2. I can to be happy.
3. He can learns the gospel.
4. Before, I can speak English only a little.
5. Last week, she can't read the scriptures.
6. I know that when we pray, we are feel God's love.
7. Can talk we to your friends about our message?
8. They no could attended church last week.

Learn with Your Companion

F. How Has Your Mission Changed You?

Talk with your companion about the list of abilities below. Compare your ability to do these things before your mission with your ability to do them now.

Example:
Missionary A: *How well could you cook before your mission?*
Missionary B: *Not at all!*
Missionary A: *Me neither. I couldn't cook before my mission. How well can you cook now?*
Missionary B: *I'm okay. I have learned to cook a few things.*

Abilities		
cook	talk to people	speak English
eat different kinds of food	tie a necktie	wake up early
feel the Spirit	understand the scriptures	work closely with a companion
	ride a bicycle	

G. Talking about Adam and Eve

Study page 49 in *Preach My Gospe*l about Adam and Eve and the Fall. Then, talk with your companion about the list of experiences below. What could and couldn't Adam and Eve do while they were in the garden? Then, use the same list of experiences below to talk about what Adam and Eve could and couldn't do after they were cast out of the garden. How did Adam and Eve's experiences change after they left the garden?

Example: While in the Garden of Eden, Adam and Eve could not have children.

Experiences
Live forever
Know joy
Feel sorrow and pain
Experience disease and suffering
Learn and progress
Make wrong choices and sin
Have children

H. How Can You Help Your Investigators?

With your companion, make a list of your investigators and write down what each investigator needs in order to get baptized. Then, discuss with your companion what you can do to support each investigator. Remember to use *can* in your discussion.

Example: *The Jamison family needs to attend church, but they don't have a car. At ward council meeting, we can ask someone to pick up the Jamison family on Sunday. We can also ask the Kinghorn family to sit next to the Jamison family and make them feel welcome. Mr. Jamison also needs to quit smoking. He said that the afternoon is a difficult time for him. We can call or visit him each afternoon, and we can encourage him to pray for strength. We can also study chapter 10 of Preach My Gospel. This will help us learn more about overcoming addictions.*

I. Providing Encouragement

In this activity, you will practice with your companion using ability modals to give encouragement to other people. First, make a list of your investigators and write down the challenges that each investigator is having. Then, practice what you can say to each investigator in order to encourage them. You will be the missionary and your companion will be the investigator. After you practice, trade roles with your companion. There are some extra situations below for additional practice if needed.

Example: *Encourage Mr. Stevenson to quit drinking coffee.*

Missionary: Mr. Stevenson, how are you doing?

Mr. Stevenson: I'm having a hard day today. It is difficult to concentrate and I really want to have a cup of coffee.

Missionary: It certainly can be difficult to quit, but I know that you can quit drinking coffee.

Mr. Stevenson: Thank you for your help.

Other Situations:

Encourage your investigator to come to church on Sunday.

Encourage your investigator to quit smoking.

Encourage a couple investigating the church to get married.

Encourage a new member to be faithful in paying tithing.

Encourage a new member to accept a calling.

Encourage a member to help with missionary work

Learn with a Native Speaker

J. Pronunciation of *Can* and *Can't*

Sometimes it can be difficult to hear the difference between *can* and *can't*. In this activity, you will listen to how a native speaker pronounces the difference. Ask a native speaker to read the sentences below at a normal speed. They should not read the sentences too slowly but should speak naturally. They should also choose either *can* or *can't* when they read. After they read each sentence, point to the word that you heard, either *can* or *can't*. Then, have the native speaker tell you if your answer is correct. Do this activity with several different native speakers.

1. I (can / can't) go with you to the lesson.
2. Brother and Sister Kim (can / can't) give a referral to the missionaries right now.
3. The mission president (can / can't) leave the zone conference early.
4. Right now, I (can / can't) move my left arm.
5. Our zone (can / can't) play basketball on Monday.
6. The ward members (can / can't) bring food to the activity.
7. The bishop (can / can't) call Sister Buckner on the phone right now.
8. Mr. and Mrs. Watkins (can / can't) agree on a baptismal date.
9. Missionaries (can / can't) take a vacation.

Modal of Necessity

Examples from *Vocabulary and Phrases*

We **must** show that we accept Him.	translation
In order to benefit from the atonement, we **must** repent of our sins.	translation
We **must** continually develop Christ-like qualities.	translation
We **must** learn to recognize God's influence in our lives.	translation

Notice the Grammar

Look at the sentences below. Pay attention to the bolded **modal** *must* and the underlined verbs that follow it. Notice that each sentence expresses necessity or prohibition.

1. John **must** stop smoking in order to obey the Word of Wisdom.
   Translate
2. Missionaries **must** go to bed at 10:30.
   Translate
3. You **must not** drive without a driver's license.
   Translate
4. Missionaries **must not** leave their assigned area without permission.
   Translate

Let's Talk About It

The modal *must* expresses the idea that something is necessary and its negative form (*must not*) expresses prohibition. *Must* is a strong word. When you use it, you are not giving a suggestion, but are explaining something that is obligatory. The following explanations help you understand the use of *must* and *must not* in the sentences from the *Notice the Grammar* section above and each explanation refers to the numbered sentence above.

1. This sentence talks about one of the commandments from God and thus *must* has been used to describe it.
2. *Must* has been used to describe one of the mission rules in this sentence.
3. In this sentence, *must* not has been used to explain how something is prohibited by law.
4. *Must not* has been used to talk about something is forbidden according to the mission rule.

Notice that the underlined verbs following the modals in the sentences above are all in base form. Modals always come before the base form of verbs.

Learn the Form

Affirmative Statements

In affirmative statements, *must* is always followed by a verb in its base form.

Modal	+	Verb (base form)	=	Affirmative Statement
Must		stop		John **must stop** smoking

Note: When a verb comes immediately after must, -s is never added to it regardless of the subject of a sentence. Look at the example sentences below and notice the difference.

Examples: Jane **obeys** the Word of Wisdom.
Translation

Jane **must obey** the Word of Wisdom.
Translation

	Subject	Modal	Verb (base form)	
1st Person	I	must	teach	with the Spirit.
2nd Person	You		repent	of your sins.
3rd Person	She		attend	church.
	He		pray	about the message of the Restoration.
	It		be	done soon.
Plural	They		live	the gospel.
	We		pay	tithing.

Negative Statements

9b

Negative statements use *not*.

Modal	+	*Not*	+	Verb (base form)	=	Negative Statement
must		not		go		We **must not go** astray.

	Subject	Modal	*Not*	Verb (base form)	
1st Person	I	must	not	tell	anyone. It's a secret.
2nd Person	You			be	late.
3rd Person	She			forget	to make an appointment with the bishop.
	He			go	there without permission.
	It			keep	us from coming to church.
Plural	They			do	it again.
	We			break	the mission rules.

Information Questions

9c

Information questions begin with Wh- question words. To learn about the difference between object and subject questions, see *20 Simple Past Tense*.

Object Questions

When you form an object question with *must*, put the Wh-word first.

Wh-Word	+	Modal	+	Subject	+	Verb (base form)	=	Wh- Object Question
Why		must		I		pray		**Why must I pray** with faith?

Wh-word	Modal *Must*	Subject	Verb (base form)		Responses
Why	must	**I**	**go**	to church?	To worship God.
How		**she**	**pray**	?	She must pray sincerely.
What		**we**	**do next**	?	We must repent.
Why		**they**	**teach**	with authority?	Because they represent God.

Subject Questions

When you form a subject question with *must*, replace the person or thing you are asking about with the appropriate Wh-word.

Wh-Word	+	Modal *Must*	+	Verb (base form)	=	Wh- Subject Question
Who		must		perform		**Who must perform** sacred ordinances?

Wh-word	Modal	Verb (base form)		Responses
Who	**must**	**pray**	to God?	Everyone.
What		**be**	done next?	You must be baptized.
Who		**perform**	a baptism?	Priesthood holders must perform a baptism.

Learn the Use

Must

9d

Must is used more frequently in writing than daily conversation. For this reason, *must* or *must not* is frequently used as a formal statement of rules or in written instructions. For example, you can easily find *must* in *Preach My Gospel* or in the *Missionary Handbook* since these two manuals are written to give missionaries instructions or teach about missionary rules. Look at the example sentences below and notice the use of *must* or *must not*. These sentences are from *Preach My Gospel* and the *Missionary Handbook*.

Expressing

Examples:

From *Preach My Gospel*

We **must** share the gospel with others.
Translation

Effective daily study **must** always begin with prayer.
Translation

We **must** walk by faith rather than by sight.
Translation

We **must** learn to listen to the still, small voice of the Spirit.
Translation

From the *Missionary Handbook*

Your mission president **must** approve all missionary housing.
Translation

Everyone in the car **must** wear an individual seatbelt whenever the vehicle is moving.
Translation

The mission vehicle coordinator **must** authorize any repairs.
Translation

To drive a vehicle, you **must** be legally licensed.
Translation

Commandments are church rules. Therefore, when you talk about the commandments, you will use *must*.

Examples:

Commandments

We **must** endure to the end in order to return to God.
Translation

We **must** obey the law of chastity.
Translation

We **must** keep our covenants with God.
Translation

Baptism **must** be performed by one holding priesthood authority.
Translation

Have To

9e

In daily conversation, English speakers often use *have to* in place of *must*.

Examples:

Oh, it's 11 o'clock already. I **have to** go now.
Translation

My companion is tired. He **has to** go to bed.
Translation

You haven't called your family for a long time. You **have to** call them tonight.
Translation

She has a test tomorrow. She **has to** study for it.
Translation

Activities (See answers on page 176.)

Learn on Your Own

A. Fill in the Blank

First, fill in the blank with *must* and the appropriate form of the given verbs. Write your answers on a separate sheet of paper. Check your answers.

Example: A bishop or mission president _____ a priesthood holder permission to perform a baptism. (give)
→ A bishop or mission president __must give__ a priesthood holder permission to perform a baptism. (give)

1. We _____ what Heavenly Father wants us to be. (become)
2. You _____ your testimony with others as often as possible. (share)
3. In order to enter the temple, you _____ your temple recommend. (show)
4. We _____ faithful. (be)
5. We _____ to the bishop right away. (talk)
6. You _____ a driver's license in order to drive on your mission. (have)
7. Sister Tou _____ home because her father is sick. (call)
8. All the missionaries _____ the mission rules. (obey)
9. Missionaries _____ up at 6:30 every morning. (get)
10. We _____ the Sabbath day holy. (keep)

B. Negative Statements

Read the sentences below carefully first. Then, complete the sentences, using *must not* and the appropriate form of the given verbs in parentheses. Write your answers on a separate sheet of paper. Check your answers.

Example: It is forbidden by law. You _____ that. (do)
→ It is forbidden by law. You __*must not do*__ that. (do)

1. If we arrive late, they will leave without us. We _____ late. (be)
2. Drinking coffee is against the Word of Wisdom. I _____ it. (drink)
3. You _____ noise during sacrament meeting. (make)
4. We _____ of the sacrament unworthily. (partake)
5. We _____ Satan. (follow)
6. As missionaries, we _____ the laws of the country. (break)
7. Missionaries _____ immodest clothing. (wear)
8. We _____ false doctrines. (believe)
9. You _____ the Savior. (forsake)
10. Missionaries _____ to unauthorized music. (listen)

C. *Must* vs. *Must Not*

The following statements are about the Ten Commandments (see Exodus 20). Complete the sentences using *must* or *must not*. The first one has been done for you. Write your answers on a separate sheet of paper. Check your answers.

Example: We __*must not*__ have other gods before the Lord. Other "gods" can include possessions, power, or prominence.

1. We _____ make unto us any graven image.
2. We _____ take the name of the Lord our God in vain.
3. We _____ remember the Sabbath day and keep it holy.
4. We _____ honor our father and mother.
5. We _____ kill.
6. We _____ commit adultery.
7. We _____ steal.
8. We _____ bear false witness against our neighbor.
9. We _____ covet.

D. Translation

Translate the following sentences into English on a separate piece of paper. Check your answers.

1. We must keep the Sabbath day holy.
2. We must love one another.
3. You must pray about the message of the Restoration.
4. I must read the scriptures every day.
5. We must follow Jesus Christ.
6. You must choose the right.
7. We must repent of our sins.
8. True faith must be centered in Jesus Christ.
9. We must pay tithing faithfully.
10. What must I do?

E. Complete the Sentences

The following statements are about the conditions that investigators must meet in order to get baptized. Complete the sentences using *must* and a word from the list below on a separate piece of paper and check your answers. The first one has been done for you.

desire ~~humble~~ repent meet be commit have
have manifest develop live receive attend

1. Investigators *must humble* themselves before God.
2. Investigators _____ to be baptized.
3. Investigators _____ broken hearts and contrite spirits.
4. Investigators _____ of all their sins.
5. Investigators _____ willing to take upon them the name of Christ.
6. Investigators _____ a determination to serve Christ to the end.
7. Investigators _____ by their works that they have received the Spirit of Christ unto a remission of their sins.
8. Investigators _____ faith in Christ.
9. Investigators _____ the principles of moral worthiness.
10. Investigators _____ to pay tithing.
11. Investigators _____ all the missionary lessons.
12. Investigators _____ the bishop or branch president.
13. Investigators _____ attend several sacrament meetings.

Learn with Your Companion

F. Qualifications for Baptism

Choose two or three progressing investigators you have and talk about their needs with your companion. Using *must*, discuss what you need to do to help them meet all the qualifications for baptism.

Example: *Carrie is still not willing to pay tithing. We must teach her about the blessings of paying tithing.*

Learn with Your District

G. Scripture Activity

Divide the district into three groups. Assign each group to read one or two of the following passages and ponder what an investigator must feel to be converted. Have them make a list of at least five things that an investigator must feel. Ask them to write their answers on a piece of paper. Once they finish writing, have them share their ideas with other missionaries.

2 Nephi 4:16–35	Mosiah 4–5	Mosiah 27–28	Alma 17–22	Alma 32
Enos 1	Mosiah 18:7–14	Alma 5	Alma 38	Alma 36

H. Mission Rules

Have each missionary make a list of some of the rules in your mission using *must* or *must not*. Invite them to use the *Missionary Handbook* if needed. After talking about their lists, have them set goals that can help them become more obedient to these rules.

Examples: *We must use appropriate language.*

As missionaries we must wake up at 6:30am every day.

Modals for Making Invitations or Requests

Examples from *Vocabulary and Phrases*

Will you pray to God about the truthfulness of the Book of Mormon?	translation
Would you write down your address for us?	translation
Could you repeat that please?	translation
Can you please read this passage aloud?	translation

Notice the Grammar

Read the following sentences. Notice that they all ask someone to do something. Also, notice that they are all *Yes/No* questions. Notice the bolded **modals** and the underlined verbs.

1. **Will** you pray for an answer?
   Translate
2. **Would** you ask him to call the missionaries?
   Translate
3. **Can** you tell him that the meeting was canceled?
   Translate
4. **Could** you come an hour later?
   Translate

Let's Talk About It

When you make a request or extend an invitation, you are asking someone else to do something. We use four different modals to make requests or extend invitations. The modals are *will, would, can,* and *could*. Look back at the sentences above. Notice that each sentence starts with one of these modals.

- When you make an invitation or request, you use a *Yes/No* question. Notice that questions 1-4 above are all *Yes/No* questions.
- Remember that all modals are followed by a verb in base form. Notice that the verbs in questions 1-4 above are all in base form.

Learn the Meaning

Various Meanings of *Can* and *Could*

10a

Can and *could* have many different meanings. These modals are used to express the ability to do something. (See *Chapter 9 Modals of Ability*). They also are used to ask for permission. (To review *Modals for Asking Permission* see *Chapter 12*). In this chapter you will use them to make invitations or requests. Study the different meanings of *can* and *could* so that you can better recognize whether someone is making a request or using *can* and *could* to express other meanings.

Remember that when you use *could* to make an invitation or request, it always refers to the present or future. It does not refer to the past like it does when it means ability.

Learn the Form

Yes/No Questions

10b

When you make a request, the question will naturally be a *Yes/No* question. Use *can*, *will*, *could*, or *would* to ask someone to do something. The modal goes at the beginning of the question followed by the subject and verb. See the chart below.

Modal *will/would/can/could*	+	Subject	+	Verb (base form)	=	*Yes/No* Question
Will		you		speak		**Will you speak** in sacrament meeting on Sunday?

Modal *will/would/can/could*	Subject	Verb (base form)		Affirmative Response	Negative Response
Can	you	come	to church on Sunday?	Yes, I can.	Sorry, I am busy.
Will	you	share	your testimony with us?	Yes, I will.	Sorry, I am still too nervous.
Could	you	give	us your address and phone number?	Yes, I can.	Sorry, I don't have a pen.
Would	it	be	alright for us to come by again?	Yes, I will.	Sorry, I don't think so.

***Note:** *Will, would, could*, and *can* are modals and do not have *–s* in the third person singular.

****Note:** People often respond to requests with a variety of words that mean yes (see *Affirmative Answers to Requests* below). They usually respond negatively to a polite request with an apology or excuse.

Learn the Use

Extending Invitations When Teaching

Preach My Gospel teaches us how to extend commitments in English when teaching. It says:

> *A commitment invitation often takes the form of a "will you" question, which requires a yes or no response. Invitations should be specific, direct, and clear. They invite or lead people to decide on a course of action. They required them to make a commitment and to exercise active faith in the principles you have taught them. (p. 197)*

The meaning of the modal *will* is particularly suited for extending commitments. Therefore, when extending a commitment invitation while teaching, the only modal you should use is *will*.

As you study the lessons in *Preach My Gospel* and the accompanying commitments, notice that the only modal used in these commitments is *will*. Look at the examples below taken from *Preach My Gospel*.

- ***Will** you read and pray to know that the Book of Mormon is true?*
- ***Will** you attend church with us this Sunday?*
- ***Will** you repent and pray for forgiveness of sins?*
- ***Will** you be baptized a member of The Church of Jesus Christ of Latter-day Saints on (date)?*

Using Please to Add Politeness

In order to make a request more polite, add the word *please* either between the subject and the verb or at the end of the sentence. Adding politeness is particularly appropriate when the request will directly benefit you. Look at the examples below.

Examples:

Could you **please** close the door? ***subject verb***	*or*	Could you close the door, **please**? ***subject verb***
Would you **please** answer the telephone? ***subject verb***	*or*	Would you answer the telephone, **please**? ***subject verb***

Be careful with politeness because it is not always appropriate. For example, when extending invitations while teaching, it is not appropriate to use please because these invitations are for the benefit of the investigator and not you. As you study the lessons in *Preach My Gospel* and the accompanying commitments, notice that none of the commitments use the word please.

Affirmative Answers to Requests

There are a number of ways to respond to requests with or without saying the word *yes*. These include *sure, certainly, no problem, I'd be glad to,* and *of course.* Do not use *would* or *could* to respond to polite requests.

Examples:

Request	Response
Sister Call, would you please pass me my backpack? *Translation*	Certainly I'd be glad to. ~~Yes, I would.~~
Elders, could you please visit this family tomorrow? *Translation*	Yes. We can do that. No problem. ~~Yes we could do that.~~

Polite Refusals

In order to refuse an invitation politely, people often use an apology and an explanation. Look at the following examples.

Examples:	**Request**	**Response** (with Apology/Explanation)
	Missionary: Bishop Tuler, would you please meet with Mr. Alvarez this afternoon? *Translation*	Bishop: I'm sorry, but I will be working this afternoon. *Translation*
	Missionary: Could we come and teach you again next week? *Translation*	Investigator: I'm sorry, but I will be on vacation next week. *Translation*

Could and *Would*

To soften a request that will benefit yourself, use *could* or *would*. See the examples below.

Examples:

Would you pass on a message for me?
Translation

Would you write a card for my brother?
Translation

Could you teach me how you do that?
Translation

Could you please hold my books for a minute?
Translation

Requests in Prayer

We use a much more formal and respectful version of *will you* when praying to God.

will you → **wilt thou**

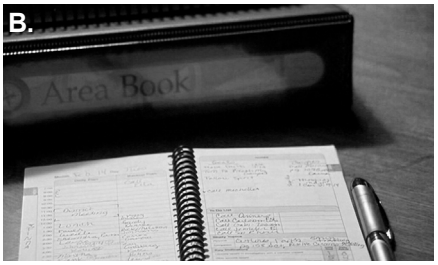
Please can still be inserted between the subject and verb. In this case, please sounds better here than at the end of the request.

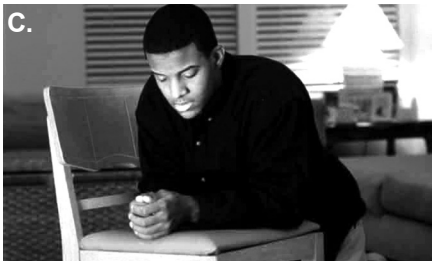
Example: Wilt thou (**please**) bless us to find someone to teach.

Activities (See answers on page 177.)

Learn on Your Own

A. Making Requests
Look at the pictures. Write the letter of the picture that goes with each phrase in the box below.





Expressing

Phrases:	1. ____ give us your report. 2. ____ read a scripture from the Book of Mormon. 3. ____ lead today's companion study. 4. ____ start Family Home Evening. 5. ____ read the appointments. 6. ____ help me believe.

Now, use the phrases in the box above to help you write a request in the blank below.

1. *Can you give us your report?* (Can) We want to know the people you contacted this week.
2. _____ (Will) We think it will answer your question.
3. _____ (Would) I want to hear your thoughts on the lesson.
4. _____ (Will) The children are all ready.
5. _____ (Could) I want to write them in my new planner.
6. _____ (Will (respectful)) I need thy help.

Note: Remember the respectful version of *will you* when praying to God. Instead of *will you*, say, *wilt thou*. Now, use the phrases in the box in activity above to help you write out the full request below.

B. Adding *Please*
Rewrite each sentence from activity A so that it includes the word *please*. Remember that there are two places to insert *please*. The first sentence has been done as an example for you.

Examples: 1. *Can you please give us your report?* Or *Can you give us your report, please?*

C. Responding to Requests

Read each sentence and mark all correct and appropriate responses.

Example: Elder Roberts, would you say the opening prayer for us.

a. √ I'd be glad to. b. __Yes, I would. c. √ Yes, I will.

1. Could you lend me $5? I left my wallet in the apartment.
   a. ___ Sure. No problem. b. ___Yes, I could. c. ___Sorry, I don't have $5 either.
2. Elders, would you give me a hand with this shelf? I need to move it.
   a. ___ Yes, we would. b. ___ Yes, we will. c. ___Sure. No problem.
3. Will you pray to Heavenly Father every day?
   a. ___ Yes, I will. b. ___Of course. c. ___ I could.
4. Would you please read the last two paragraphs in the introduction to the Book of Mormon out loud?
   a. ___ Certainly. b. ___ No problem. c. ___ I'm sorry. I have a sore throat.
5. Elder Anderson, can you and your companion come on splits with us on Thursday afternoon?
   a. ___ No. b. ___ We'd love to. c. ___We're sorry, we have an appointment.

Learn with Your Companion

D. Answering Requests

In Activity *A*, you wrote 6 requests. Take turns reading and answering each request with your companion.

Now, look at the pictures and imagine that you are in each of the pictures with the people shown. Brainstorm your ideas with your companion and write a list of other requests that people might make of you if you were there. Write their requests and your answers. Also write any requests you might make of them.

E. Extending Commitments

Preach My Gospel teaches, "A commitment invitation often takes the form of a "will you" question, which requires a *yes* or *no* response. Invitations should be specific, direct, and clear" (page 197).

- What commitment invitations can you extend to your investigators?
- What commitment invitations can you extend to the members you visit?

With your companion, write a list of invitations you might make.

Examples: *Will you read the assigned passages before our next visit?*
Will you invite your neighbors to hear our message?

Learn with a Native Speaker

F. Ward Council Requests

Are there any requests that you need to make of the ward council? Is there something that you want to ask them to do to help with the missionary work in your ward? Prepare your request and then talk to a native speaking member of the ward council before the meeting starts. Check with the native speaker that you have made the request correctly and that it is polite.

Modals for Asking Permission

Examples from *Vocabulary and Phrases*

May I share a scripture that helped me?	translation
Could we come an hour later?	translation
May I please speak with Brother Jones?	translation
Can we please share a message with your family?	translation

Notice the Grammar

Read the following sentences. Notice that they all ask permission for the speaker to do something. Also, notice that they are all *Yes/No* questions. Notice the bolded **modals** and the underlined verbs.

1. **Can** I please leave him a message?
   Translate
2. **Could** I ask you your name?
   Translate
3. **May** we talk to your friends about our message?
   Translate
4. **Could** I please share an experience?
   Translate

Expressing

Let's Talk About It

The three modals that you can use to ask permission are *can, could*, and *may*. When you ask for permission, you are asking for someone's approval before you do something.

- When you ask for permission, you use a *Yes/No* question. Notice that questions 1-4 above are all *Yes/No* questions.
- Remember that all modals are followed by a verb in base form. Notice that the underlined verbs in questions 1-4 above are all in base form.

Learn the Meaning

Various Meanings of *Can*, *Could,* and *May*

11a

Can and *could* have many different meanings. These modals are used to express the ability to do something. (See Chapter 9 *Modals of Ability*.). They also are used to make invitations or requests. (See *Chapter 11 Modals for Making Invitations or Requests*.). Study the different meanings of *can* and *could* so that you can better recognize whether someone is making a request or using *can* and *could* to express other meanings.

Using *may* is the most polite way of making a request, but adding *please* to *can* and *could* also make them polite requests.

Learn the Form

Yes/No Questions

11b

When you make a request, the question will naturally be a *Yes/No* question. Use *can*, *will*, *could*, or *would* to ask someone to do something. The modal goes at the beginning of the question followed by the subject and verb. See the chart below.

Modal *can/could/may*	+	Subject	+	Verb (base form)	=	*Yes/No* Question
Can		I		borrow		**Can I borrow** your scriptures?
Could		we		invite		**Could we invite** Mr. Brown to the ward party?
May		we		come		**May we come** to your home?

Modal *can/could/may*	Subject	Verb (base form)		Responses	
Can	I	drive	the car?	Yes, you **can**.	No, you **can't**.
Can	we	return	later?	Yes, you **can**.	No, you **can't**.
Could	I	give	an answer?	Yes, you **can**.	No, you **can't**.
Could	we	leave	a message with you?	Yes, you **may**.	No, you **may not**.
May	I	say	a prayer?	Yes, you **may**.	No, you **may not**.
May	we	take	you to the temple?	Yes, you **may**.	No, you **may not**.

Notice two things in the above responses. First, *could* is not used when responding to permission questions. When answering, use either *can* or *may*. Second, *may not* is not contracted in the responses above.

Learn the Use

11c

Using *Please* to Add Politeness

In order to make your question more polite, add the word *please* between the subject and the verb. Look at the examples below.

Modal *can/could/may*	+	Subject	+	*Please*	+	Verb (base form)	=	Polite Request Sentence with *Please*
May		we		please		make		**May we please make** another appointment with you?

Examples:

May we please read this scripture with you?
Translate

Can I please use your bicycle today?
Translate

Polite Refusals

In order to refuse permission politely, people often use an apology and an explanation. Look at the example below.

Examples:

Request	**Response** (with Apology/Explanation)
Missionary: President Grace, may we please use the mission car this afternoon? *Translate*	Mission President: I'm sorry. I need the car to drive to a zone conference. *Translate*
Missionary: Could we come and teach you again next week? *Translate*	Investigator: I'm sorry, but I will be on vacation next week. *Translate*

Activities (See answers on page 177.)

Learn on Your Own

A. Sentence Completion

Complete the questions below using *can, could*, and *may*. Check your answers when you are finished.

Example: _____ I _____ you with the dishes? (help)
→ *Could* I *help* you with the dishes? (help)

1. _____ I _____ you a question? (ask)
2. _____ we _____ to your house? (come)
3. _____ I _____ here? (sit)
4. _____ I _____ your bathroom? (use)
5. _____ I _____ your scripture pencil? (borrow)
6. _____ I _____ a drink of water? (get)
7. _____ we _____ to church with you? (ride)
8. _____ we _____ with the bishop? (meet)
9. _____ I _____ my hands in your sink? (wash)
10. _____ we _____ you at 4:30? (visit)

B. Adding *Please*

Add *please* in the correct place to the questions in activity *A*. Remember that *please* goes between the subject and the verb. Write your answers on a separate piece of paper and check your answers when you are finished.

Example: _____ I _____ you with the dishes? (help)

→ *Could* I ***please*** *help* you with the dishes? (help)

C. Responding to Permission Questions

Write both a positive and a negative response to the questions in the activity *A* above. Check your answers when you are finished.

Example: *Could* I ***please*** *help* you with the dishes? → *Yes, you can. / No, you can't. I am almost done.*

Learn with Your Companion

D. Asking Permission

With your companion, read the situations below and decide what to say. Think of as many things to say as possible. Remember to use *can*, *could*, and *may* when you ask for permission.

1. You are at Mrs. Sharp's house to teach a lesson. She has a husband and two teenage sons. Before you begin the lesson, you notice that the husband and the sons are in other rooms in the house. There is a lot of noise outside and the windows are all open. The television is on. There is music coming from a back room in the house.

   Examples: *May we please close some of the windows?*
   Could I invite your husband to join us?

2. You are visiting Mr. Campbell. He has been investigating the church and wants to get baptized with his family. However, he smokes and is having a difficult time trying to quit.
3. Your district leader is trying to organize the next district meeting. He is trying to make assignments for the meeting. However, he could use some help.

E. Go About Doing Good

Preach My Gospel teaches that missionaries should "go about doing good" (see *Preach My Gospel* pg. 168-169). Think of some situations when you could give simple service to someone else. Then, think of some questions you could ask to get permission to perform the service.

Examples: ***May*** *we help you carry your groceries?*
Could *we help you with your garden?*
Can *I take out the trash for you?*

Modal for Suggestions

Examples from *Vocabulary and Phrases*

On the Sabbath, we **should** refrain from shopping.	translation
When we fast, we **should** pray with specific purposes.	translation
When **should** we visit the bishop this week?	translation
Why **should** you pray?	translation

Notice the Grammar

Read the following sentences. All of the following sentences use the modal should to make a suggestion. Notice the word **should** and the verb that follows it.

1. On the Sabbath, we **should** refrain from shopping.
   Translate
2. We **should** treat our bodies with respect
   Translate
3. We **should** obey secular laws.
   Translate
4. What **should** you pray for?
   Translate

Let's Talk About It

We use the modal verb *should* when we give advice or talk about what is right to do.

1-3 Give advice and talk about what is right to do.

4 Asks a question about what is right or best to pray for.

As with all modals, notice in the sentences above that the verb following the modal *should* is always in base form. This is true for both the statements in sentences 1-3 and in the question in sentence 4.

Learn the Meaning

Giving Advice

We use the modal *should* when we give advice or talk about what is right to do. We can use *should* to talk about things that we think other people should do.

Examples:

You **should** learn to ride a bicycle.
Translation

Missionaries **should** not memorize the lessons and teach them by rote presentation.
Translation

You **should** pray for an answer.
Translation

We can also use *should* to talk about things that we need to do ourselves. These are things that you believe are good for you to do; however, you may or may not do them in the future.

Examples:

I **should** study English more.
Translation

I **should** go to sleep on time.
Translation

When I teach lessons, I **should** speak from the heart.
Translation

The Difference Between *Should* and *Must*

We use *should* to give advice and we use *must* to express that something is necessary. (To review *must*, see chapter 10.) When you use *should*, it tells the listener that he or she has a choice. The thing you are suggesting is optional. When you use *must*, it tells the listener that if he or she does not do something, severe consequences might follow or something will definitely occur as a result.

Examples:	For good health, we **should not** smoke. *Translation*	*Meaning*:	*Not smoking helps us to be healthy.* *Translation*
	In order to get baptized, we **must not** smoke. *Translation*		*Baptism is impossible for someone who smokes.* *Translation*

Here is another way to think about the difference between *should* and *must*. *Should* expresses a softer suggestion. It is not as strong as *must*. *Must* expresses a very strong suggestion.

Examples:	We **should** go to the store to buy food. *Translation*	*Meaning*:	*If we don't go to the store, we will still have food to eat, but it might not be very delicious.* *Translation*
	We **must** go to the store to buy food. *Translation*		*If we don't go to the store, we will not have food to eat tonight.* *Translation*

Learn the Form

As explained in *Chapter 6 Modals of Ability*, verbs that follow modals are always in the base form. There are no exceptions to this rule in English.

Affirmative Statements

Look at the chart below to see how affirmative statements are created with the modal *should*. Notice that the verb does not change to match the subject of the sentence. Also, notice that the verb after *should* is always in base form.

Subject	+	Modal *should*	+	Verb (base form)	=	Affirmative Statement
We		should		pray		**We should pray** more often.

English speakers often combine the modal *should* with the negative word *not* to say *shouldn't*. Look at the chart below.

Subject	**Modal**	***Not***	**Verb** (base form)	**Contraction Sentence**
I	**should**	**not**	drive	I **shouldn't** drive.
You			sleep	You **shouldn't** sleep.
He			go	He **shouldn't** go.
She			smoke	She **shouldn't** smoke.
It			work	It **shouldn't** work.
We			swim	We **shouldn't** swim.
They			come	They **shouldn't** come.

Yes/No Questions

In order to make a *Yes/No* question using *should*, put the modal before the subject. See the chart below.

Modal	+	Subject	+	Verb (base form)	=	*Yes/No* Question
Should		he		follow		**Should he follow** the commandments?

Modal	Subject	Verb (base form)		Responses	
Should	**I**	**drive**	the car?	Yes, I **should**.	No, I **shouldn't**.
	we	**return**	later?	Yes, he **should**.	No, he **shouldn't**.
	I	**give**	an answer?	Yes, she **should**.	No, she **shouldn't**.
	we	**leave**	a message with you?	Yes, it **should**.	No, it **shouldn't**.
	I	**say**	a prayer?	Yes, we **should**.	No, we **shouldn't**.
	we	**take**	you to the temple?	Yes, they **should**.	No, they **shouldn't**.

12c

Information Questions

Object Questions

Wh- Question Word	+ Modal	+ Subject	+ Verb (base form)	= Wh- Object Question
When	should	he	teach	**When should he teach** the Nakamura family?
Who	should	we	visit	**Who should we visit** today?

Wh- Question Word	Modal	Subject	Verb (base form)		Responses
What	**should**	**I**	**do**	this week?	You should study *Preach My Gospel.*
Why		**you**	**study**	the scriptures?	Because they help me to feel the Spirit.
When		**he**	**be**	baptized?	The first Saturday of next month.
How		**she**	**tell**	her family about her baptism?	She should call them on the phone.
Where		**we**	**teach**	the lesson?	At Brother Hickman's house.
Who		**they**	**fellowship**	?	Mr. Brown needs fellowshipping.

Subject Questions

When asking subject questions, use the question word *who* or *what* and the modal *should*.

Wh- Question Word	+ Modal	+ Verb (base form)	= Wh- Subject Question
Who	should	go	**Who should go** on splits with the missionaries this week?
What	should	help	**What should help** the Buckner family come to church?

Who/What	Modal	Verb (base form)		Responses
Who	**should**	**help**	us to teach the Pope family?	*Brother Smith.*
Who		**give**	a talk in sacrament meeting.	The sister missionaries.
What		**keep**	us from temptation?	Prayer.
What		**build**	our faith?	Attending church.

12d

Learn the Use

Difference Between Should and Should Have

When you listen to native English speakers, you will notice that advice is not the only meaning for the modal *should*. Sometimes English speakers will say something like "*should have gone*" or "*should have studied*". This use of *should* expresses regret or disappointment with past events that did not happen. In other words, a person wishes something different had happened in the past. Look at the examples below. Notice how the underlined portion is different from what you learned above in the *Learn the Form* section.

Examples: I **should have gotten** baptized when I was eight years old.
Translation

My father **should have quit** smoking a long time ago.
Translation

I **should have served** a mission when I had the chance.
Translation

Note: Be careful when listening to the pronunciation of *should have*. When native speakers say *should have*, it usually sounds like they are saying *should "of"*. However, they are actually blending the words *should* and *have* to form the contraction *should've*.

Activities (See answers on page 177.)

Learn on Your Own

A. Fill in the Blank with *Should*

Complete the sentences below using *should* and one of the verbs in the box. Write your answers on a separate piece of paper and then check your answers.

Example: ***visit*** ***~~mark~~*** ***drive*** ***sing***

I learned something new in the scriptures today. I _____ _____ that scripture passage.

→ I learned something new in the scriptures today. I *should* *mark* that scripture passage.

visit ***drive*** ***discuss*** ***sing*** ***teach***

1. The roads are wet. You _____ _____ carefully.
2. Mr. Miller smokes. We _____ _____ him about the Word of Wisdom.
3. The Faustino family needs someone to fellowship them. We _____ _____ this in ward council meeting.
4. I think Mrs. Andrus needs some help. We _____ _____ her today.
5. Are you having unkind thoughts? Elder, you _____ _____ a hymn!

listen ***read*** ***use*** ***change*** ***speak***

6. Missionaries _____ _____ their lesson plans to meet the need of those they teach.
7. You _____ _____ the scriptures in both English and your native language.
8. I _____ _____ English every day.
9. When we pray, we _____ _____ to the promptings of the Spirit.
10. Missionaries _____ _____ members' names when talking to them.

B. Fill in the Blank with *should* or *shouldn't*

The following sentences are about teaching missionary lessons. Complete the sentences with *should* or *shouldn't* and the given verb in parentheses. Write your answers on a separate piece of paper and then check your answers.

Example: When teaching, missionaries _____ _____ invitations to do something. (extend)

→ When teaching, missionaries *should* *extend* invitations to do something. (extend)

1. Most teaching appointments _____ _____ beyond 45 minutes. (last)
2. When teaching, missionaries _____ _____ the promptings of the Spirit. (follow)
3. Missionaries _____ _____ the lessons in individual and companion study. (use)
4. When teaching the first three lessons, missionaries _____ _____ the order of the information. (change)
5. Missionaries _____ _____ testimony of the truth of their teachings. (bear)
6. The invitation to be baptized and confirmed _____ _____ specific and direct. (be)
7. The teaching approach you take _____ _____ determined by the needs of the investigators and direction from the Spirit. (be)
8. Missionaries _____ _____ the Book of Mormon and the Bible to support one another. (use)
9. Missionaries learning a second language _____ _____ their language study on preparing to teach the missionary lessons. (focus)
10. Missionaries learning a second language _____ _____ entire lessons. (memorize)
11. You _____ _____ afraid of making mistakes when you speak English. (be)
12. When attending sacrament meeting, missionary companionships _____ _____ in a group with other missionaries. (sit)

C. Personal Improvement

Think about some things you could do to improve as a missionary. Write down at least seven ideas using *should* or *should not*.

Refer to the example sentences below to guide you.

Examples: *I **should** start my personal study on time every morning.*
*I **should not** stay up past 10:00 p.m.*
*I **should** finish reading the Book of Mormon again this month.*

Learn with Your Companion

D. How to begin Teaching

With your companion, read the section titled *How to Begin Teaching* from pages 176-177 in *Preach My Gospel*. Then, evaluate how you and your companion begin a missionary lesson based on the knowledge you have gained from reading this section. On a separate piece of paper, write at least five things you and your companion *should* or *shouldn't* do in order to begin teaching more effectively. Apply these skills when you begin teaching someone and evaluate your efforts every day. Make sure all your sentences include the word *should*.

Examples: *I **shouldn't** ask personal questions that may make them uncomfortable.*
*I **should** show respect and good manner.*
*We **should** begin every visit with a prayer.*

Learn with Your District

E. Rules and Recommendations

Ask the missionaries to write down five mission rules and five recommendations that they think a new missionary coming to the mission field should know. Rules should be phrased with *must* or *must not*, recommendations with *should* or *shouldn't*. Have them share their answers with other missionaries. Then, decide with the district which are the three most important rules and the three most important recommendations of those they thought of.

Examples: *Mission Rules*
*You **must** end your preparation day at 6:00 p.m. and proselytize from 6:00 p.m. to 9:30 p.m.*
*You **must not** sleep in the same bed as your companion.*

Recommendations
*You **should** write to your family every week on preparation day.*
*You **should not** waste your money on unnecessary items.*

Gerunds

Examples from *Vocabulary and Phrases*

In order to be baptized you need to stop **smoking**.	translation
Keep **going** until you reach the intersection.	translation
Obeying these commandments will bring you confidence.	translation
Enduring to the end is a personal responsibility.	translation

Notice the Grammar

Read the following sentences. Pay attention to the gerunds and verbs in the sentences. The **gerunds** are bolded and the verbs are underlined.

1. **Smoking** is bad for our health.
   Translate
2. **Fasting** brings us closer to God.
   Translate
3. Sister Ting enjoys **singing**.
   Translate
4. Elder Samoa finished **reading**.
   Translate

Expressing

Let's Talk About It

A gerund is the *–ing* form of a verb, but a gerund does not act like a verb. **A gerund acts like a noun.** Look at the gerunds in the sentences above. The above sentences show that:

1-2. The gerund is placed before the verb and acts as a noun.
3-4. The gerund is placed after the verb. It still acts as a noun.

Notice that the gerunds do not change according to tense. They remain in the *-ing* form.

Learn the Form

13a

Look at the chart below and notice how a gerund is formed.

Verb (base form)	+	*-ing*	=	Gerund
study		-ing		study**ing**
pray		-ing		pray**ing**
sing		-ing		sing**ing**

Gerunds as the Subject of a Sentence

13b

Gerunds can replace nouns when the noun is the subject of a sentence. You can use a gerund as the subject of a sentence when you want to talk about an action.

Look at the sentences below. The nouns are underlined. The gerunds are **bolded** and underlined. Notice how the nouns can be replaced by the gerunds.

Examples:	Nouns	Gerunds
	Alcohol is bad for our health. *Translation*	**Smoking** is bad for our health. *Translation*
	Prayer brings us close to God. *Translation*	**Fasting** brings us closer to God. *Translation*

Gerunds as the Object of Certain Verbs

13c

Gerunds can replace nouns when the noun is the object of certain verbs. Look at the following sentences. Notice how the underlined nouns can be replaced by the gerunds. The gerunds are both **bolded** and underlined.

Examples:	Noun as an Object	Gerund as an Object
	Elder Lee enjoys music. *Translation*	Elder Lee enjoys **singing.** *Translation*
	Jenna finished the Book of Mormon. *Translation*	Jenna finished **reading**. *Translation*

Learn the Meaning

Gerunds with Their Own Objects

13d

Look at the example sentences below and identify what the subject of each sentence is.

Examples: 1. Reading is important.
Translation

2. Reading the Book of Mormon is important.
Translation

A gerund can take its own object while functioning as a *subject* or an *object* in a sentence. In sentence 2 above, "*the Book of Mormon*" is the object of the gerund "*reading*" so the whole phrase "*Reading the Book of Mormon*" is the subject of the sentence.

Gerund	+	Object of the Gerund	=	Subject
Reading		the Book of Mormon		**Reading the Book of Mormon**

Examples: **Reading** is important.
subject

Reading the Book of Mormon is important.
subject

Gerunds can take on an object to form the subject of a sentence. Study the chart below to see how this works.

Gerund	+	Object of the Gerund	+	Verb	=	Sentence with a Gerund as the Subject
Saying		a prayer		comforts		**Saying a prayer comforts** our hearts.
Preaching		the gospel		brings		**Preaching the gospel brings** joy.

Gerunds can also take on an object to form the object of a sentence. Study the chart below to see how this works.

Subject	+	Verb	+	Object (Gerund + Object of the Gerund)	=	Sentence with a Gerund as the Object
Sister Samoa		finished		reading + the Book of Mormon		Sister Samoa finished **reading the Book of Mormon**.
Elders		enjoy		playing + basketball		Elders enjoy **playing basketball**.

Gerunds as Objects of Certain Verbs

13e

Not all verbs can take a gerund as the object. There are only some verbs that can be followed by a gerund as their object. The following is a list of these types of verbs that you can find in your *Vocabulary and Phrases Book*. (To learn more about verbs followed by gerunds, see Appendix 4.)

Examples of Verbs that Can be Followed by a Gerund						
postpone	finish	love	resist	stop	enjoy	keep
quit	deny	like	consider	practice	go	mind

Examples: Mark **finished taking** all the missionary discussions.
Translation

Elder Ting **practiced speaking** English every day.
Translation

Children **love singing** primary songs.
Translation

At first, our investigators **resisted making** changes.
Translation

Because there is no grammar rule to explain why only these verbs can be followed by a gerund as an object, make a goal to learn these verbs with a few gerunds following them. For example, when you study the verb *finish*, you can remember the definition (to stop doing something; to complete a task). Then, learn a few phrases that use a gerund after *finish* such as:

Verb: Finish
• finish reading the Book of Mormon • finish doing the dishes • finish teaching the lessons to Mr. Takaki

Activities (See answers on page 177.)

Learn on Your Own

A. Fill in the Blank – Gerunds as Subjects

Complete the following sentences using the gerund form of verb in parentheses. Write down your answers on a separate piece of paper. Check your answers.

Example: (*pray*) _____ is the only way we can communicate with our Heavenly Father.

→ (*pray*) *Praying* is the only way we can communicate with our Heavenly Father.

1. (*pay tithing*) _____ blesses us.
2. (*help others*) _____ draws us close to God.
3. (*smoke cigarettes*) _____ is against the Word of Wisdom.
4. (*keep the commandments*) _____ makes us strong.
5. (*set goals*) _____ motivates missionaries to work harder.
6. (*teach*) _____ is what missionaries do every day.
7. (*love our neighbors*)_____ is one of the commandments from God.
8. (*read the scriptures*) _____ strengthens our testimonies.
9. (*find five new investigators*) _____ is one of our goals this week.
10. (*set goals*) _____ is important in missionary work.

B. Fill in the Blank – Gerunds as Objects

Complete these sentences using the gerund form of verb in parentheses. Write down your answers on a separate piece of paper. Check your answers.

Example: My companion and I practice _____ every morning. (*teach a lesson*)

→ My companion and I practice *teaching a lesson* every morning. (*teach a lesson)*

1. Many Church members enjoy _____. (*do missionary work*)
2. Our investigator stopped _____ after she learned about the Word of Wisdom. (*drink coffee*)
3. Sister Smith loves _____. (*attend church*)
4. Jack finally quit _____ three weeks ago. (*smoke*)
5. We finished _____ to Mandy . (*teach the first discussion*)
6. My companion and I like _____ together. (*cook lunch*)
7. One of our investigators, Susan, avoids _____ on Sundays. (*do her homework*)
8. Our potential investigators could not deny _____ when they heard the First Vision. (*feel the Spirit*)
9. The Elders postponed _____ (*baptize Linda*) because they felt additional preparation was needed.
10. Diana Kept _____ with us. (*attend all the Church meetings*)

C. Make Sentences – Gerunds as Subjects

Write down your answers on a separate piece of paper. First, change the first verbs in column A to gerunds. Second, choose from column A and column B to make a sentence. Check your answers.

Example: Step 1. have faith in Jesus Christ → *Having faith in Jesus Christ*

Step 2. *Having faith in Jesus Christ is the first principle of the gospel.*

A		B
1. ~~have faith in Jesus Christ~~		a. the second principle of the gospel
2. receive the gift of the Holy Ghost	**is**	b. the first ordinance of the gospel
3. repent of all our sins		c. the second ordinance of the gospel
4. get baptized		d. ~~the first principle of the gospel~~

A		B
5. confess our sins to God		e. the first step of repentance
6. correct the problems		f. the second step of repentance
7. recognize our sins	**is**	g. the third step of repentance
8. ask God to forgive us		h. the fourth step of repentance
9. feel godly sorrow		i. the last step of repentance

D. Complete Sentences – Gerunds as Objects

The following is Diana's conversion story (fictional). Complete the sentences for each situation using the words in parentheses.

Check your answers.

Example: Church members were very kind to Diana. She looked forward to going to Church.

→ Diana _____.

(love/attend Church)

→ Diana *loved attending Church*.

In order to get baptized, there were some changes Diana had to make.

1. First, Diana used to drink coffee every day.
   Diana _____.

   (stop/drink coffee)

2. Diana also used to smoke a lot.
   Diana _____.

   (quit/smoke)

3. She used to work on Sundays. After she learned about keeping the Sabbath day holy, Diana wanted to do it as often as possible.
   Diana _____.

   (avoid/work on Sundays)

4. Eventually, Diana didn't work on Sundays any more. Even though her income decreased as result, it was okay with her. She wanted to keep all the commandments.
   Diana didn't _____.

   (mind/make less money)

5. Also, she didn't shop on Sundays any more.
   Diana didn't _____ any more.

   (go/shop)

Even after Diana made all these changes, it was still difficult for her to believe that Joseph Smith was a prophet of God. However, she continued to take the missionary discussions for many reasons.

6. She felt the Spirit when the missionaries described the First Vision.
   Diana couldn't _____.

   (deny/feel the Spirit)

7. Diana read the Book of Mormon every day and she liked it.
   Diana _____.

   (like/read the Book of Mormon)

8. Diana wanted to find out if the message of the Restoration was true. She constantly prayed and asked God about it.
   Diana _____.

   (keep/pray)

9. She felt good whenever the missionaries came to her house and taught her a lesson.
   Diana _____.

   (enjoy/spend time with the missionaries)

10. Gradually, her desire for baptism grew stronger.
    Diana _____.

    (consider/get baptized)

Finally, Diana received the answer from the Lord and got baptized.

Learn with Your Companion

E. Tell a Story

Describe Diana's conversion in your own words to your companion using gerunds. Try to use the following verbs/phrases from the previous activity.

stop/drink coffee	deny/feel the Spirit
quit/smoke	like/read the Book of Mormon
avoid/work on Sundays	keep/pray
mind/make less money	enjoy/spend time with the missionaries
go/shop	consider/get baptized

Infinitives

Examples from *Vocabulary and Phrases*

I decided **to read** the Book of Mormon every day.	translation
Through baptism we promise **to keep** His commandments.	translation
Jesus Christ visited the Americas **to establish** His church.	translation
God calls prophets **to testify** of Jesus Christ.	translation

Notice the Grammar

An infinitive is made up of two words, the word *to* plus the base form of a verb. Look at the sentences below and notice the positions of the **infinitives**.

1. I learned **to recognize** God's influence in my life.
   Translate
2. Investigators begin **to follow** Christ as they exercise faith in Him.
   Translate
3. Jesus Christ came into the world **to do** His Father's will.
   Translate
4. We attend Church **to worship** God.
   Translate

Let's Talk About It

Although infinitives can fulfill various functions in a sentence, this chapter will introduce the two most common uses of infinitives. The above example sentences show two different common positions of infinitives, depending on their functions.

1-2. Infinitives are functioning as the direct object of a verb. When functioning as a direct object, the position of an infinitive is right after a main verb. (To learn more about direct objects, read *Chapter 17 Direct and Indirect Objects*.)

3-4. Infinitives are explaining why someone does or did something. In this function, the most common position of an infinitive is after a noun or a pronoun.

Learn the Form

14a

Infinitives as Direct Objects of Verbs

We can use infinitives only after certain verbs. Therefore, it is necessary to memorize which verbs can take infinitives as their direct objects (see Appendix 5). In the example below verbs are **bolded** and infinitives are underlined.

Examples:

Jack **decided** to get baptized.
Translation

A young man **agreed** to hear our message .
Translation

We **arranged** to visit a local family history center with our investigators.
Translation

After watching General Conference, Lynn **determined** to attend the temple more often.
Translation

14b

Infinitives of Purpose

We can use infinitives to give the reason why something is done. Look at the example sentence below and notice how you can use an infinitive to express purpose.

Action	+	The Purpose	=	Infinitives of Purpose
We called the zone leaders.		We wanted **to arrange a baptismal interview.**		We called the zone leaders **to arrange a baptismal interview.**

Expressing

Note: Pay attention to the way that "*We wanted*" is removed and then the two sentences are combined.

Examples:

Action	The Purpose	Infinitives of Purpose
We went there. *Translation*	We wanted **to visit Jane**. *Translation*	We went there **to visit Jane**. *Translation*
We are serving missions. *Translation*	We want **to preach the Gospel.** *Translation*	We are serving missions **to preach the Gospel.** *Translation*
Diana read the Book of Mormon. *Translation*	She wanted **to know its truthfulness.** *Translation*	Diana read the Book of Mormon **to know its truthfulness.** *Translation*
We went to the airport. *Translation*	We wanted **to pick up the new missionaries.** *Translation*	We went to the airport **to pick up the new missionaries.** *Translation*

14c Expressing

Learn the Use

Using Infinitives to Explain Purposes

Your investigators may ask you why they need to do certain things such as keeping the commandments, attending Church, and getting baptized. You can use infinitives to express purpose in your answers. Look at the example sentences below. Notice that you can answer in a full sentence or shorten your answer by starting the sentence with the infinitive. Look at the pattern below:

Question: Why do I need to quit smoking?
Answer: You need to quit smoking **to obey the Word of Wisdom.** (Full sentence)
To obey the Word of Wisdom. (Short answer)

Examples:

Investigator Questions	Missionary Responses (Short Answers in Bold)
Why do I need to get baptized? *Translation*	You need to get baptized **to make a covenant with the Lord.** *Translation*
Why do you partake of the sacrament every Sunday? *Translation*	We partake of the sacrament **to renew our covenants.** *Translation*
Why do you pray to God? *Translation*	We pray to God **to communicate with Him.** *Translation*
Why do I need to read the scriptures? *Translation*	You need to read the scriptures **to gain more knowledge about God.** *Translation*

Note: The full sentence answers are given in the missionary responses above. To give a short answer, just read the bolded part of the sentence.

Learn the Meaning

14d

Verbs Followed by a Gerund or Infinitive

Some verbs can be followed by either a gerund or an infinitive (see Appendix 6). Most verbs that can be followed by a gerund or infinitive have similar meanings. (See the previous chapter to learn more about verbs followed by a gerund.) In the examples below, the verbs are in **bold**. The infinitives and gerunds are underlined.

Examples:

Infinitive	Gerund
She **loves** to learn languages. *Translation*	She **loves** learning languages. *Translation*
He **continues** to take the lessons. *Translation*	He **continues** taking the lessons. *Translation*

I **can't stand** to leave. *Translation*	I **can't stand** leaving. *Translation*

There are a few verbs that have very different meanings depending on whether they are followed by gerunds or infinitives. Some commonly used examples of these verbs include *stop*, *forget*, and *remember*. Read the sentences below and notice the difference.

		Infinitive	Gerund
Examples:	**1.**	They **stopped** to read the scriptures. *Translation*	They **stopped reading** the scriptures. *Translation*
	2.	She **forgot** to call them. *Translation*	She **forgot** calling them. *Translation*
	3.	He **remembered** to make the appointment. *Translation*	He **remembered** making the appointment. *Translation*

Here are the meanings for each example group:

1. **Infinitive**: They took time to stop what they were doing and read the scriptures.
   Gerund: They are not reading the scriptures anymore.
2. **Infinitive**: She forgot, so she did not make the phone call.
   Gerund: She called them, but afterward she could not remember the phone call.
3. **Infinitive**: He remembered that he needed to make the appointment, and it was done.
   Gerund: First he made the appointment, and then he remembered that he made it.

These are the three main verbs that have this meaning difference when followed by an infinitive or a gerund. The best thing to do is simply memorize these patterns.

Activities (See answers on page 178.)

Learn on Your Own

A. Infinitives as Direct Objects

Complete the sentences with the infinitive form of the words in parentheses. Write your answers on a separate piece of paper and check your answers. Notice the verbs that precede the infinitives. These are some of the verbs that can be followed by an infinitive.

Example: My companion and I are planning (visit) _____ some less active members this morning.

→ My companion and I are planning (visit) ___*to visit*___ some less active members this morning.

1. When we went outside, the rain began (fall) _____.
2. Our investigators agreed (meet) _____ this afternoon.
3. We have arranged (have) _____ a baptismal interview at 3 o'clock.
4. Jane hopes (get) _____ baptized soon.
5. Elder Tulo likes (ride) _____ his bike.
6. Jack decided (attend) _____ Church with us.
7. Sister Lee is learning (speak) _____ English.
8. When we get baptized, we promise (obey) _____ God.
9. When we choose (live) _____ according to God's plan for us, our faith is strengthened.
10. Some faithful Latter-day Saints sacrificed their jobs because they refused (work) _____ on Sunday.

B. Complete the Sentence

On a separate piece of paper, complete the sentences using the verbs from the box. Check your answers.

help	get	build	contact	bring	come
eat	pray	exercise	attend	call	visit

Example: Carrie wanted _____ but she had to go home.

→ Carrie wanted ___*to come*___ but she had to go home.

1. Elder Lee forgot _____ pass along cards.
2. Jane is hoping _____ baptized next month.
3. We offered _____ him, but he said no.
4. A: Elder Ting, did you remember _____ the president?
   B: Yes, I did. But he didn't pick up the phone.
5. Diana decided _____ Church with us this Sunday.
6. We tried _____ the referrals we received from the members.
7. The Church is planning _____ a new temple in this city.
8. Steve agreed _____ about the truthfulness of the Book of Mormon.
9. Our investigators are learning _____ faith in the Lord.
10. Adam and Eve chose _____ the forbidden fruit.

C. Create Sentences

Read the following conversations. Using the verb in parentheses, complete the following sentences that describe each conversation. Remember that all these verbs are followed by infinitives. Write your answers on a separate piece of paper and check your answers.

Example: Missionary A: Let's follow up on her reading next time we meet.
Missionary B: Sure.

→ They _____. (decide)

→ They *decided to follow up on her reading next time they meet*.(decide)

1. Missionary: Will you attend Church with us?
   Investigator: Yes.

   → The investigator _____. (promise)

2. Missionary: Sister Brown, would you give Jane a ride to Church?
   Sister Brown: OK. Just let me know when I need to pick her up.

   → Sister Brown _____. (agree)

3. Missionary: We have a wonderful message about Jesus Christ. Would you like to hear our message?
   Jack: No.

   → Jack _____. (refuse)

4. Investigator: How do I communicate with God?
   Missionary: You can do it through prayer.

   → The investigator is _____. (learn)

5. Missionary: Can we help you with your daily scripture study?
   Investigator: Yes, you can. Thank you.

   → The missionaries are _____. (offer)

6. Missionary A: Let's visit some less active members this morning.
   Missionary B: That's a good idea!
   → They are _____. (plan)
7. Missionary A: I cannot get hold of Jack.
   Missionary B: I guess he forgot about our appointment.
   → The missionary _____. (fail)
8. Missionary A: Did you bring your copy of *Preach My Gospel?* I cannot find my copy.
   Missionary B: Oh, I saw it on the table when we left the apartment.
   → The missionary _____. (forget)
9. Investigator: Can I get baptized next Sunday?
   Missionary: Sure! We'll arrange a baptism interview soon.
   → The investigator _____. (want)
10. Missionary: How are you doing with obeying the Word of Wisdom?
    Investigator: It's going well. I don't drink coffee anymore.
    → The investigator is _____. (try)

D. Complete the Sentence with an Infinitive of Purpose

Match an action from the left column with a purpose from the right column to form sentences that make sense. This first one has been done for you. Check your answers.

Action	Purpose
1. Missionaries work __*e*__	a. to renew our covenants.
2. We go to Church ____	b. to make covenants with God.
3. We partake of the sacrament ____	c. to worship God.
4. We get baptized ____	d. to communicate with Him.
5. We abstain from tobacco ____	~~e. to share the message of the Restoration.~~
6. We pray to God ____	f. to obey the Word of Wisdom.
7. We read the scriptures ____	g. to bless others.
8. Priesthood holders use the priesthood ____	h. to gain knowledge about God.
9. Missionaries represent the Savior ____	i. to restore the fullness of the Gospel.
10. God called Joseph Smith as a prophet ____	j. to persuade others to come unto God.

E. Rewrite the Sentence

Rewrite the following sentences using infinitives. Write your answers on a separate piece of paper and check your answers.

Example: Action: Jesus Christ got baptized.
Purpose: He wanted to fulfill all righteousness. → *Jesus Christ got baptized to fulfill all righteousness.*

1. Action: The missionaries called Brother Smith.
   Purpose: The missionaries needed to reserve the baptism font. →
2. Action: We watch general conference.
   Purpose: We want to listen to talks from Church leaders. →
3. Action: They went to the bishop's office.
   Purpose: They wanted to ask for his help. →
4. Action: Will you pray?
   Purpose: You want to know that what we have taught is true. →
5. Action: Christ paid the penalty for our sins.
   Purpose: He wanted to fulfill the Plan of Salvation. →
6. Action: Dixon called the missionaries.
   Purpose: He wanted to cancel the appointment. →
7. Action: Diana invited the missionaries to her house.
   Purpose: She wanted to learn about the Church. →

8. Action: My companion and I went to the supermarket.
   Purpose: We intended to buy some groceries. →
9. Action: Nephi and his brothers went back to Jerusalem.
   Purpose: Nephi and his brothers intended to get the brass plates from Laban. →
10. Action: Nephi built a ship.
    Purpose: Nephi intended to carry his family to the promised land. →

Learn with Your Companion

F. Memorize the Verbs Followed by Infinitives

Set some time aside every day to memorize verbs that are followed by infinitives (you can find a list of these verbs in Appendix 5). When you memorize one of these verbs, memorize it with a few different infinitives after it. This will help you remember that the verb can be followed by an infinitive. Make some short sentences using these verbs and share them with your companion. Look at the example below:

Verb: Promise
• promise to attend • promise to keep (the commandments) • promise to contact (an investigator)

G. Answer the Questions

Take turns answering the following questions. Make sure to use an infinitive in your answer. In order to practice using infinitives, answer the questions in a full sentence.

Example: Why did God call Joseph Smith as a prophet?

→ *God called Joseph Smith as a prophet to restore the fullness of the gospel.*

1. Why do the missionaries teach the gospel?
2. Why did God send us to earth?
3. Why do I need to pay tithing?
4. Why did God prepare the plan of salvation?
5. Why does God call prophets?
6. Why do I need to attend Church on Sunday?
7. Why do I need to pray?
8. Why do I need to get baptized?
9. Why did Christ come to earth?
10. Why did Jesus Christ visit the Americas?
11. Why do I need to keep all the commandments?

Learn with a Native Speaker

H. Check the Sentences

Show the sentences you created for activity *F* to a native speaker. Ask for feedback and make changes as necessary. If you have more time, practice making new sentences using the same verbs and ask for feedback.

Review: Expressing Desire, Need, Preference, etc.

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and Answering Questions Expressing Desire, Need, Preference, etc.

- Modals of Ability: *can, could* — Chapter 9
- Modal for Obligation/Prohibition: *must/must not* — Chapter 10
- Modals for Invitations or Requests: *will, would, could, can* — Chapter 11
- Modals for Asking Permission: *may, could, can* — Chapter 12
- Modal for Suggestions: *should* — Chapter 13
- Gerunds — Chapter 14
- Infinitives — Chapter 15

Activities (See answers on page 178.)

A. Ability

In *Preach My Gospel* we read the question, "How can I develop attributes that will make me a more powerful and effective minister of the gospel of Jesus Christ?" Answer this question by writing sentences starting with "I can….". Share your statements with your companion. Then make specific goals for this week by changing "I can…" into, "I will…". *I will* not only shows ability, it shows commitment.

Example: *I can be more specific in my prayers.* → *I will be more specific in my prayers.*

B. Comparing and Contrasting – *Can* and *Could*

Can and *could* have many different meanings. These modals are used to express the ability to do something (see *Chapter 8 Modals of Ability*). They also are used to ask for permission (see *Chapter 11 Modals for Asking Permission*). Read each sentence below and mark to show whether the person is asking about ability or asking for permission.

1. Can I read 1 Nephi 3:7 to you?	___ Ability	___ Permission
2. Could you come to the chapel at 9 o'clock?	___ Ability	___ Permission
3. I can be there at 9:30.	___ Ability	___ Permission
4. Can you visit the Jones family tonight?	___ Ability	___ Permission
5. Could we visit you again?	___ Ability	___ Permission
6. You can come over any time.	___ Ability	___ Permission
7. She can't be at the meeting this week.	___ Ability	___ Permission
8. Could I ask you a question?	___ Ability	___ Permission
9. Can I borrow your scriptures please?	___ Ability	___ Permission
10. I can't swim.	___ Ability	___ Permission
11. We can't swim when we are missionaries.	___ Ability	___ Permission
12. Could we say a prayer?	___ Ability	___ Permission

C. Error Correction

This activity will help you see where you need to improve. Each sentence pair has one error. Correct the sentence and say it to your companion. Also, mark the modal type used. Check your answers.

Modal Types

Ability — Permission — Obligation/ Prohibition

Suggestion — Request/ Invitation

Modal Type/s

1. a. You could please call Sister Jones about our appointment?
   b. Sure, I can do that. _____

2. c. How should we treat others?
   d. We should kind to them. _____
3. e. Can I join the church and drink beer?
   f. You can keep the word of wisdom to be baptized. _____
4. g. You will read the first verse for us?
   h. Sorry, I forgot my reading glasses. _____
5. i. What is something you must do to go to the temple?
   k. I get a temple recommend. _____

D. Answering Questions

Read the questions and answers below. Each question has <u>two</u> correct answers. Circle the letters of the two correct answers to each question.

1. Could you speak English when you were a child?
   a. Yes, I could.
   b. Yes, I can.
   c. I'd be glad to.
   d. No, I couldn't.
2. Could you explain this word to me?
   a. Sorry, but I don't understand it either.
   b. No, I couldn't. I never saw it before.
   c. Certainly.
   d. I won't.
3. May I borrow your manual?
   a. Yes, you can.
   b. Yes, you could.
   c. Sorry, you couldn't.
   d. Sure. No problem.
4. Should we visit the Wallace family this week?
   a. Yes, we can.
   b. Yes, we must not forget.
   c. Yes, we should go today.
   d. No, we couldn't.
5. Could we visit you again?
   a. Yes, you can.
   b. Yes, you could.
   c. Sorry, you couldn't.
   d. Sorry, but I am moving next week.

E. Using Modals for Politeness on the Phone

Leaving written or phone messages allow you to make requests or ask for permission. Read this transcript of a phone message from the Sisters to an investigator. Notice that some of the message seems very unfriendly and like the sisters are giving orders. Rewrite the message using modals and the word please so that it sounds more polite. Compare your answer with the sample answer and notes in the back of the book.

<u>Message</u>

Hello, this is Sister Manu and Sister Bridges. We want you to come to church tomorrow. The Bishop asked you to give the prayer. We would love to see you. Also, we want to come to your house and give you a lesson. When can we come? What time is good for you? Tell us what time you want us to be there. By the way, we have an extra person working with us right now. Her name is Sister Sola. We want to invite her to our next appointment too. She would love to meet you. We will call you back. Thank you.

We will call you back. Thank you.

F. Using Modals for Politeness in Writing
When writing notes, you often make requests or ask for permission. Modals help you do these things more politely.

Example: We want to come over to your house tomorrow. → *Could we please come over to your home tomorrow?*

Read the following note from the Elders to their mission president. The letter comes across as rude and pushy even though the request is genuine. Which sentences could be made more polite using modals? Underline the sentences that should be changed and then rewrite the letter.

Dear President Robertson,

We are having some problems in our area. We have many appointments, but we cannot get to all the appointments on time. I can ride a bike, but my companion can't. I can teach him though. We want to buy bikes. Think about it and see how you feel. They will help us get to appointments faster.

We will call you next week to talk about this more. We want to call you before we leave the apartment in the morning. Thank you.

Sincerely,

Elder Wright and Elder Frey

G. Comparing and Contrasting – *Should* and *Must* Companion Activity
Should is used to give advice and *must* is used to express that something is necessary. Remember that using *should* tells the listener that there is a choice. Using *must* tells the listener that severe consequences will occur if the advice is not followed. Read the gospel messages below. Which sentences would be better with *should* and which would be better with *must*. Some sentences work well with both options, but of course, there is a stronger meaning when using *must*. Circle one word or both and talk about the difference in meaning with your companion.

1. Missionary companions ***should/ must*** pray together.
2. Families ***should/ must*** have Family Home Evening.
3. People ***should/ must*** spend time with their families on Sunday when they can.
4. We ***should/ must*** repent every day.
5. We ***should/ must*** attend the temple on Wednesday night.
6. To get a temple recommend, a person ***should/ must*** be worthy.
7. A person ***should/ must*** be a member of the church to enter the temple.
8. Members of the church ***should not/ must not*** be unkind to others.
9. An investigator ***should not/ must not*** get baptized without an interview.
10. New converts ***should/ must*** be confirmed in sacrament meeting.

H. Companion Activity
Set some goals with your companion this week. Make a list of things you should do to improve your work as missionaries. Add to the list any things that you must do. Are there any things you should not or must not do? Talk about how these suggestions could benefit your work this week.

Examples: We should get up five minutes earlier everyday to help us be on time.

We should only speak in English this week, even when it is just the two of us.

We must not forget to visit Sister Tallman.

I. *Preach My Gospel* Activity: Preparing Your Investigators to Endure to the End
"It is not enough for people to simply come into the Church. They must come to stay. All of your teaching and invitations must be directed toward this end. In order to receive all the blessings our Heavenly Father has in store for them, members must continue to live the gospel and be active in the church" (*Preach My Gospel*, 221). Choose an investigator you are teaching. For the next lesson you teach this investigator, prepare your "teaching and invitations" keeping in mind that your investigator needs (1) to be active in the church and (2) to continue to live the gospel after baptism. What requests and suggestions will you make? What teaching and invitations will be important enough for you to use *must* and *must not*? Write a list and share your answers with your companion.

Asking about and describing
Actions and Events

Purpose

This function will help you talk about what is happening or how to do something; for example, what God does for us, or what we do to keep the Sabbath day holy. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- God **calls** prophets to restore truths when they are lost. (Simple Present Tense – Affirmative Statement)
- Death **does not change** our personality. (Simple Present Tense – Negative Statement)
- **Does** God **answer** prayers? (Simple Present Tense – Yes/No Question)
- **How do** we **know** that it's true? (Simple Present Tense – Information Question)
- They **are conducting** the district meeting. (Present Progressive – Affirmative Statement)
- Elder Leung **is not listening** to church music now. (Present Progressive - Negative Statement)
- **Are** you **reading** the Book of Mormon? (Present Progressive – Yes/No Question)
- **What are** you **doing**? (Present Progressive – Information Question)
- Joseph Smith translated **the gold plates**. (Direct Object)
- Prophets teach the gospel to **other people**. (Indirect Object)
- I **will teach** it to you. (Future – Affirmative Statement)
- As we follow the prophet we **will not go** astray. (Future – Negative Statement)
- **Will** you **begin** reading the Book of Mormon as a family? (Future – Yes/No Question)
- **What wil**l you **do** to help your investigators progress? (Future – Information Question)
- I **have been** at the MTC for two weeks. (Present Perfect – Affirmative Statement)
- She **has not worked** for two days. (Present Perfect – Negative Statement with Not)
- He **has never prayed** to God. (Present Perfect – Negative Statement with Never)
- **Have** you **found** your scriptures? (Present Perfect – Yes/No Question)
- **Have** you **ever met** the missionaries? (Present Perfect – Yes/No Question with Ever)
- **How long have** you **been** a church member? (Present Perfect – Information Question How Long…?)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

Heavenly Father Reveals His Gospel in Every Dispensation	How does God reveal his plan to us? *Translation*
The Restoration of the Gospel of Jesus Christ	What has happened since Joseph Smith was called as a prophet? *Translation*
Pray to Know the Truth Through the Holy Ghost	What do we do to learn truth? *Translation*
Atonement	What does the Atonement do for us? What do we do to apply it in our lives? *Translation*
Resurrection, Judgment, and Immortality	How will we be judged? *Translation*
Faith in Jesus Christ	How do we show our faith? How do we exercise it? *Translation*
Repentance	What do we do to repent? *Translation*
Baptism	What happens during baptism? *Translation*
Gift of the Holy Ghost	What does the Holy Ghost do for us? *Translation*

Endure to the End	What do we do to endure to the end? *Translation*
Keep the Law of Tithing	How do we pay tithing? *Translation*
Temples and Family History	How can we help our ancestors to receive saving ordinances? *Translation*

Tasks from Missionary Vocabulary and Phrase Book

Conduct a Meeting	What will happen during the meeting? *Translation*
Explain Priesthood Ordinances	What do we do with the Priesthood? How do you give a priesthood blessing? *Translation*
Extend Commitment Invitations	What does my invitation really ask them to do? How will I know if they fulfilled the commitment? *Translation*
Follow Up	How are they doing at keeping their commitment? How often do they pray and read the scriptures? *Translation*
Help People Resolve Their Concerns	What is keeping them from gaining a testimony? *Translation*
Obtain Referrals	What are members doing to prepare their friends? *Translation*
Perform Priesthood Ordinances	What things do I say and do during an ordinance? *Translation*
Plan Daily and Weekly Activities	What are you doing this week? *Translation*
Testify	How has your life changed since you were converted? Since you began your mission? *Translation*
Talk with Everyone	What do they do for work/fun? Have they ever met the missionaries? Have they ever read the Book of Mormon? *Translation*
Teach Others How to Pray	What do we do when we pray? *Translation*
Use the Scriptures	How can someone apply the scripture in his or her life? *Translation*

Present Progressive

Examples from *Vocabulary and Phrases*

What **are** you **studying**?	translation
I **am studying** Preach My Gospel.	translation
I **am looking** for shoes.	translation
Sister Ting **is serving** a mission in New Zealand.	translation

Notice the Grammar

Read the following sentences and look at the underlined and bolded **verb forms**. Notice that the present progressive takes the form of the *BE* verb (am, is, are) + verb –ing.

1. Elder Liu and Elder Jones **are conducting** the district meeting.
   Translate
2. Susan **is not coming** to Church these days.
   Translate
3. **Are** you **reading** the Book of Mormon?
   Translate
4. What **is** Sister Ting **doing**?
   Translate

Let's Talk About It

The present progressive is used when talking about an event that is in progress at the time or around the time the speaker is saying the sentence. In the above sentences four different structures of present progressive are shown. Each explanation below refers to the numbered sentence above and shows:

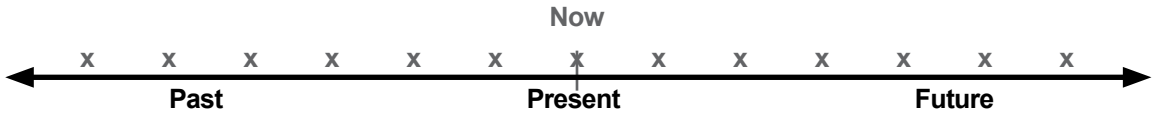
1. An affirmative statement that describes an activity that is occurring at the moment of speaking
2. A negative sentence with the word *not* that describes an action that is not occurring around the time of speaking
3. A *Yes/No* question that asks if an action is occurring around the time of speaking
4. A Wh-question with the wh-word *what* that asks what someone is doing at the time of speaking

Learn the Meaning

15a

Talking about Something Happening at the Moment

The Present Progressive is used to talk about something that is happening at the moment or around the time of speaking.



Examples:

Elder Lee **is speaking** English. *Translation*
Sister Smith **is teaching** a lesson right now. *Translation*
He **is wearing** a black name tag. *Translation*
You **are reading** this grammar book now. *Translation*
Elder Leung **is reading** the scriptures at the moment. *Translation*

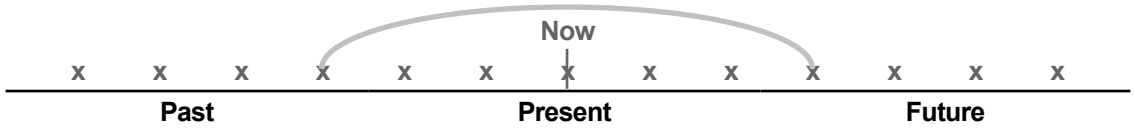
Note: Time phrases such as *now*, *at the moment*, and *right now* are often used together to indicate that the speaker is talking about an action that is happening at the moment of speaking. These words are underlined in the examples above.

Note*: Look at the last example sentence in the examples above. This sentence describes what Elder Leung is doing right now;

Elder Leung is in the middle of reading the scriptures at the time of speaking.

Talking about Something Happening around the Time of Speaking

The present progressive can also be used to describe something that is happening for a more extended period of time in the present, even if it is not happening at the moment of speaking.



Examples:

Elder Lee **is baptizing** many people.
Translation

Sister Jacobs **is serving** a mission.
Translation

We **are visiting** a lot of less active members this week.
Translation

You **are teaching** many investigators this month.
Translation

We don't have any member referrals so we **are knocking** on a lot of doors today.
Translation

Our mission president **is interviewing** the missionaries in our district today.
Translation

Note: Particular time phrases such as *these days*, *this year*, *this month*, and *today* are often used when describing an action that is happening around the time of speaking. Examples of some of these time phrases are underlined in the example sentences above.

Simple Present vs. Present Progressive

The present progressive is used to talk about temporary actions or situations while the simple present is used to talk about permanent situations. In other words, when talking about something that started sometime in the past and has not finished yet, the present progressive is used. Here is an example.

PERMANENT SITUATION	TEMPORARY SITUATION
Simple Present	**Present Progressive**
Brother Liu lives in California. *Translation*	Elder Ting is living in America. *Translation*

In the example sentences given above, the simple present has been used to express the fact that Brother Liu has lived in California for a long time and will continue to live there. On the other hand, Elder Ting is in America temporarily. He came to America some time ago and will go back to his country once he finishes his mission. Since this is a temporary situation, the present progressive is used in in this sentence.

Learn the Use

Non-Action Verbs Not Used in the Present Progressive

Non-action verbs (sometimes called stative verbs) usually describe situations or states, but not actions. Some common examples are shown in the chart below. Most non-action verbs are not used in the present progressive. See Appendix 8 for more examples.

	NON-ACTION VERBS	CORRECT	INCORRECT
Examples:	**EMOTIONS**		
	want, like, love, hate, care, admire, respect	She wants to be baptized. *Translation*	NOT ~~She is wanting to be baptized.~~
	MENTAL STATES		
	believe, think, disagree remember, understand	He believes the church is true. *Translation*	NOT ~~He is believing the church is true.~~

Wants and Preferences need, prefer, want, wish, desire	He needs the gospel. *Translation*	NOT ~~He is needing the gospel.~~
Possession belong, have, own, possess	They belong to the 5th ward. *Translation*	NOT ~~They are belonging to the 5th ward.~~
Senses and Perceptions see, hear, feel, notice, seem, look, be, appear, sound	You appear worried. *Translation*	NOT ~~You are appearing worried.~~

Even though *feel* expresses emotion, it is often used in the progressive form.

Senses and Perceptions see, hear, feel, notice, seem, look, be, appear, sound	Sister Jones feels homesick. *Translation*	OR Sister Jones is feeling homesick. *Translation*

15c

Learn the Form

Affirmative Statements in the Present Progressive

The most important component of present progressive is the ***–ing*** form of a main verb, such as driving, reading, and learning. However, present progressive is not complete without another important component, the *Be* verb.

Be Verb	+	Verb (*-ing*)	=	Present Progressive
are		conduct**ing**	=	Elder Liu and Elder Lulu **are conducting** the district meeting now.

Notice how the form of the *Be* verb changes in the chart below. Contractions for the present progressive tense are created in the same way as the *Be* verb. (To learn more about contractions with the *Be* verb, read *Chapter 2 Be Verb - Present Tense* and see Appendix 7a.)

	Subject	*Be* Verb	Verb -ing	Contractions
1st Person	I	am	teaching.	I'm teaching.
2nd Person	You	are	running.	You're running.
3rd Person	She	is	walking.	She's walking.
	He		sleeping.	He's sleeping.
	It		working.	It's working.
Plural	We	are	reading.	We're reading.
	You		studying.	You're studying.
	They		learning.	They're learning.

Note: When creating sentences in the present progressive, make sure to choose the correct form of the *Be* verb for the subject and verb agreement.

Negative Statements in the Present Progressive

Negative statements use the word *not*.

Be Verb	+	*Not*	+	Verb (*-ing*)	=	Negative Form Present Progressive
is		not		com**ing**	=	Susan **is not coming** to church these days.

English speakers often combine a pronoun subject *(I, you, she, we*) and the *Be* verb or the *Be* verb and the word *not*. Study the charts below. Notice the different possible contractions in negative sentences. (To learn more about the contractions for the *Be* verb, read Appendix 7a.)

Actions

	Subject	*Be* Verb	*Not*	Verb *-ing*	Contractions	
1st Person	I	am	not	teaching.	I'm **not** teaching.	
2nd Person	You	are		running.	You**'re not** running.	You **aren't** running.
3rd Person	She	is		walking.	She**'s not** walking.	She **isn't** walking.
	He			sleeping.	He**'s not** sleeping.	He **isn't** sleeping
	It			working.	It**'s not** working.	It **isn't** working.
Plural	We	are		reading.	We**'re not** reading.	We **aren't** reading
	You			studying.	You**'re not** studying.	You **aren't** studying.
	They			learning.	They**'re not** learning.	They **aren't** learning.

Yes/No Questions

In order to make a *Yes/No* question, invert the subject and the *Be* verb. Look at the examples in the charts below.

Subject	+	*Be* Verb	+	Verb (*-ing*)	=	Affirmative Statement
You		are		read**ing**	=	**You are reading** the Book of Mormon.

Be Verb	+	Subject	+	Verb (*-ing*)	=	*Yes/No* Question
Are		you		read**ing**	=	**Are you reading** the Book of Mormon**?**

	Be Verb	Subject	Verb *-ing*	Responses	
1st Person	**Am**	I	going?	Yes, you **are**.	No, you **aren't**.
2nd Person	**Are**	you	coming?	Yes, I **am**.	No, I**'m** not.
3rd Person	**Is**	he	leaving?	Yes, he **is**.	No, he **isn't**.
		she	sleeping?	Yes, she **is**.	No, she **isn't**.
		it	working?	Yes, it **is**.	No, it **isn't**.
Plural	**Are**	we	running?	Yes, you **are**.	No, you **aren't**.
		you	studying?	Yes, we **are**.	No, we **aren't**.
		they	cooking?	Yes, they **are**.	No, they **aren't**.

Information Questions

Object Questions

When asking a Wh- question, add the appropriate Wh- question word to the beginning of the sentence and move the subject between the *Be* verb and the main verb.

Wh-Word	+	*Be* Verb	+	Subject	+	Verb (*-ing*)	=	Wh-Object Question
What		is		Sister Ting		doing	=	**What is Sister Ting doing?**

Wh-Word	*Be* Verb	Subject	Verb *-ing*	Responses
Where	am	I	going?	You are going to church.
What	are	you	doing?	I'm writing to my family.
What	is	he	reading?	He's reading the Book of Mormon.
What		she	eating?	She's eating pizza.
Where		it	going?	It's going to the airport.
What	are	we	buying?	You are buying some church books.
When		you	coming?	We are coming this afternoon.
What		they	watching?	They are watching the General Conference.

Subject Questions

In Wh-subject questions, the Wh-question word replaces the subject of the sentence.

Wh-Word	+	*Be* Verb	+	Verb (*-ing*)	=	Wh-Subject Question
Who		is		singing	=	**Who is singing?**

Wh-Word	*Be* Verb	Verb (*-ing*)	Responses
What	is	happening?	Ellen is getting baptized.
Who	is	praying?	Sister Taolangi.

Activities (See answers on page 178.)

Learn on Your Own

A. Fill in the Blank

On a separate sheet of paper, complete the sentences with the present progressive form of the verb in parentheses. Check your answers.

Example: Watch out! A car _____. (come)

→ Watch out! A car *is coming*.

1. Look outside. It _____. (rain)
2. Look at Elder Ming. He _____ a pink tie. (wear)
3. Elders, do you need a ride? We _____ to church, too. (go)
4. Excuse me. Do you know where the Brown family lives? We _____ for their house. (look)
5. Would you be quiet? They _____. (pray)
6. Listen. Someone _____ the piano. It must be Sister Lihipali. (play)
7. Brother Johnson, what _____ you _____ ? (do) I _____ apples. (pick)
8. I'm sorry. I don't have time right now. I _____. (work)
9. Where is Jane? She is over there. She _____ hamburgers. (eat)
10. Elder Lu, would you pick up the phone? The phone _____. (ring)
11. Elder Toi _____(conduct) our meeting today.
12. The Elders _____(teach) the Lou family about the gospel of Jesus Christ.
13. Elder Liu _____ (share) a message about Christ.
14. Sister Tama _____ (help) us to fellowship our recent converts.

B. Practice Different Forms of the Present Progressive

Use the given words to form sentences in the present progressive. Write the correct form of affirmative and negative statements and questions. Check your answers.

Example:	Affirmative Statement	Negative Statement	*Yes/No* Question
I / walk →	*I am walking.* or *I'm walking.*	*I am not walking.* or *I'm not walking.*	*Am I walking?*

1. Elder Lee / study
2. Sister Long and Sister Atagi / cook
3. My companion and I / read
4. The bishop / talk
5. The mission president and his wife / teach
6. Our investigators / progress
7. My parents / laugh
8. Five missionaries / cry
9. We / sleep
10. Elder Lo and Elder Tonga / sing

C. Asking Object Questions

On a separate sheet of paper write the questions that ask for the underlined information. Check your answers with those listed in the answers section at the end of the book.

Example: Q: What _____? A: Sister Lam is eating Sushi.

→ Q: What *is Sister Lam eating*? A: Sister Lam is eating Sushi.

1. Q: What _____? A: Brother Moa is watching television.
2. Q: Where _____? A: Our meeting is taking place at the chapel.
3. Q: What _____? A: The children are singing *I Am a Child of God.*

4. Q: What _____? A: Sister missionaries are teaching Mark about the Plan of Salvation.
5. Q: What _____? A: Brother Lung is praying.
6. Q: When _____? A: We are meeting him right after lunch.

D. Asking Subject Questions

Write down on a separate sheet of paper the questions that ask for the underlined information. Check your answers with those listed in the answers section at the end of the book.

Example: Q: _____? A: Sister Lam is eating Sushi.
→ Q: *Who is eating Sushi* ? A: Sister Lam is eating Sushi.

1. Q: _____? A: My companion is feeling very tired right now.
2. Q: _____? A: Brother Lung is conducting the meeting today.
3. Q: _____? A: Betsy is coming home right now.
4. Q: _____? A: Elder Taolangi is eating lunch.
5. Q: _____? A: Jim is getting baptized.
6. Q: _____? A: Satan is making a concentrated attack on families.

Learn with Your Companion

E. Error Correction

Either write down on a separate sheet of paper or say the correct answer to your companion. Check your answers. For every question that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the sentence.

1. Where they are going?
2. They working hard these days.
3. How you doing today?
4. Why you are working today?
5. Does they going to church?
6. Brother Hau coming to fix the bike.
7. They are play ball.
8. I reading the Book of Mormon.
9. Right now, we teaches the Anderson family.

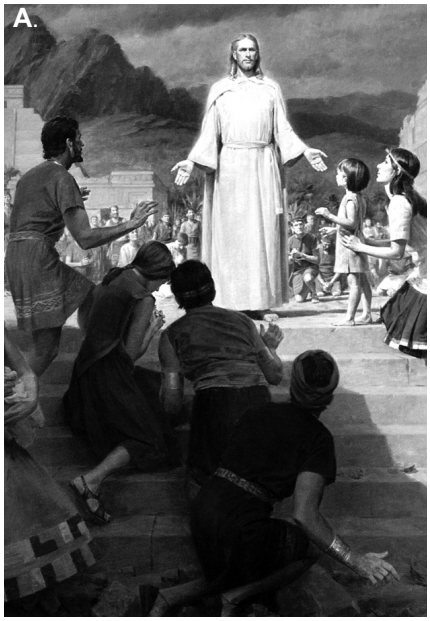
Learn with a Native Speaker

F. Error Correction

On a separate sheet of paper, describe the pictures below using the present progressive tense. Then, compare your narration to the sample in the answers section. How did they use the present progressive? How did you use the present progressive? Adjust your sentences so they match the pattern from the sample.

Example: *Jesus Christ is visiting the American continent.*

A.



B.

C.

Learn with a Your District

F. Talking about How to Help Investigators

List at least five things you and your companion are doing recently to help your investigators progress. Then, share your list with other missionaries.

Examples: *We are inviting our investigators to baptismal services.*
We are reading the Book of Mormon with our investigators.

G. Talking About Progressing Investigators

Progressing investigators are those who are in the progress of becoming church members. In your district meeting, talk about two of your progressing investigators using both the simple present and the present progressive.

First, use the simple present to give general information about them. Then, use the present progressive to talk about their progress. Keep in mind the following questions when talking about your investigators' progress.

- What evidence is there that this person's faith is growing?
- What evidence is there that this person is repenting?
- What evidence is there that this person is preparing to make covenants with their Heavenly Father?
- What evidence is there that this person is preparing to receive the Holy Ghost in their life?

Example:

General Information	Information about Her Progress
Simple Present	**Present Progressive**
Diana has two sons and three daughters. She works at the hospital. She goes to work at 8 every morning.	*Diana is progressing a lot lately. She is coming to church and she is attending all the church meetings. She is reading the Book of Mormon. She is keeping her commitments.*

Direct and Indirect Objects

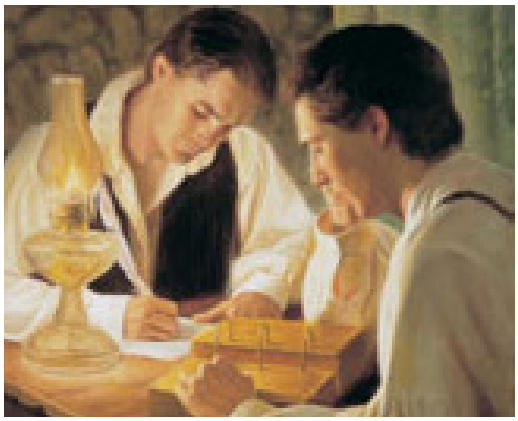
Examples from *Vocabulary and Phrases*

Jesus Christ called **apostles**.	translation
He gave them **the authority** to teach His gospel.	translation
The gospel of Jesus Christ strengthens **families.**	translation
God revealed to Adam **the mission of Jesus Christ.**	translation

Notice the Grammar

Read the following sentences. Notice the words in bold. These words are the **direct objects** in the sentences below. Also, notice the underlined words. These are the indirect objects.

1. Prophets teach **the gospel** to other people.
   Translate
2. Sister Angelo reads **The Book of Mormon** to her children every night.
   Translate
3. Joseph Smith translated **the gold plates**.
   Translate
4. The restored gospel blesses **husbands and wives**.
   Translate



Let's Talk About It

Direct Objects

16a

The direct object answers the question *who* or *what* following the verb.

The following explanations help you identify the direct object in the sentences from the Notice the Grammar section above. In order to find the direct object in each of the four sentences, ask the questions listed below:

1. What do prophets teach? Prophets teach the gospel. Thus, *the gospel* is the direct object.
2. What does Sister Angelo read? She reads the Book of Mormon. Thus, *The Book of Mormon* is the direct object.
3. What did Joseph Smith translate? He translated the gold plates. Thus, *the gold plates* are the direct object.
4. Who does the restored gospel bless? It blesses husbands and wives. Thus, *husbands and wives* is the direct object.

Indirect Objects

16b

The indirect object is the person or thing that receives the direct object. It answers the questions *to whom/to what or for whom/for what* following the verb.

The following explanations help you identify the indirect object in the sentences from the Notice the Grammar section above. In order to find the indirect object in each of the four sentences, ask the questions listed below:

1. To whom do prophets teach the gospel? Prophets teach the gospel to other people. Thus, *other people* is the indirect object.
2. To whom does Sister Angelo read The Book of Mormon? She reads The Book of Mormon to her children. Thus, *her children* is the indirect object.
3. Note: Sentence 3 does not have an indirect object. We know this because the sentence does not answer the following question: For whom did Joseph translate the gold plates?
4. Note: Sentence 4 does not have an indirect object. We know this because the sentence does not answer the following question: For whom does the restored gospel bless husbands and wives?

Learn the Form

Objects

16c

Both direct and indirect objects must be nouns. A noun is a person, place, or thing. Notice that the bolded direct objects in the following example sentences are all nouns.

Examples: The Lord is preparing **people**.
Translation

Prayer provides **strength**.
Translation

Investigators can feel the **spirit**.
Translation

Object Pronouns

16d

Object pronouns can be substituted for both direct and indirect objects. Study the chart below. Notice that some object pronouns are the same as the subject pronouns and some are different.

Subject Pronouns	Object Pronouns
I	me
you	you
he	his
she	her
it	it
we	us
they	them

Now, look at the following example sentences. Notice the object pronouns. The object pronouns that are direct objects are in **bold**. The object pronouns that are indirect objects are <u>underlined</u>.

Examples: After I gave the Book of Mormon to <u>him</u>, he read **it** and gave **it** to his wife.
Translation

As soon as he gave **it** to <u>her</u>, she read **it** and gave **it** to her two sisters.
Translation

She gave the Book of Mormon to <u>them</u> because they are interested in the Church.
Translation

God revealed the gospel of Jesus Christ to Adam and gave <u>him</u> priesthood authority.
Translation

God is our Heavenly Father. He loves **us**.
Translation

Verbs and Objects

16e

Verbs that Take Direct Objects

Many verbs do not make sense unless they have an associated direct object. For example, “Elder Jones gave” is not a complete sentence unless we add an object, as in the sentence “Elder Jones gave a talk.”

Verbs that require a direct object are called *transitive verbs*. To determine whether a verb is transitive, ask whether the action is done to someone or something. Following are some example sentences from the *Vocabulary and Phrases* book that use transitive verbs.

Subject (performs action)	+	Transitive Verb (action)	+	Object (thing acted upon)
God		restored		His gospel through Joseph Smith.
Joseph Smith		translated		The Book of Mormon.
The Book of Mormon		contains		the fullness of the Gospel.
A living prophet		directs		the church today.

Verbs that Do Not Take Direct Objects

Some English verbs cannot take an object. These are called *intransitive verbs*. Intransitive verbs only allow the subject to act upon itself. Using an object with an intransitive verb would be incorrect. Following are some example sentences that use intransitive verbs.

Subject (actor)	+	Verb (action)	
The investigator		arrived	at the chapel.
Missionaries		do not sleep	late.
My companion		complained	.
The sister missionaries		walked	all day.

Verbs That Are Both Transitive and Intransitive

Some verbs can be either transitive or intransitive. These verbs may or may not take an object. Be careful when using these verbs. The meaning of these verbs may slightly change between their transitive and intransitive uses. Following are some example sentences that use both the transitive and intransitive form of the verb.

Examples: Mr. Wu's testimony **developed** while he heard the missionary lessons. (intransitive)
Translation

While in the mission field, missionaries **develop** their teaching skills. (transitive)
Translation

Elder Johnson **spoke** during sacrament meeting. (intransitive)
Translation

Elder Johnson **spoke** the truth when he taught the gospel. (transitive)
Translation

Sister Aina **transferred** to a new area. (intransitive)
Translation

Sister Aina **transferred** money into a new bank account. (transitive)
Translation

Sentence Order for Direct and Indirect Objects

Position of Direct and Indirect Objects in Sentences

There are two possible sentence patterns when using direct objects and indirect objects in the same sentence. Pattern #1 is the most common. In pattern #1, the direct object is followed by either *to* or *for* plus the indirect object.

Pattern #1:

Subject	+	Verb	+	Direct Object	+	Indirect Object	=	Sentence with Direct and Indirect Object
God		gives		authority		to prophets		**God gives authority to prophets.**
Nephi		built		a ship		for his family		**Nephi built a ship for his family.**

In pattern #2, the indirect object comes before the direct object. Notice that this pattern does not use *to* or *for* before the indirect object.

Pattern #2:

Subject	+	Verb	+	Indirect Object	+	Direct Object	=	Sentence with Direct and Indirect Object
God		gives		prophets		authority		**God gives prophets authority.**
Nephi		built		his family		a ship		**Nephi built his family a ship.**

Pattern #1 is the most common pattern because all transitive verbs can use this pattern. Only certain transitive verbs can follow Pattern #2. As you listen to English speakers around you, notice which verbs can use Pattern #2.

When the direct object is a pronoun, we only use Pattern #1. Do not use Pattern #2. Look at the examples below. Notice that the second sentence uses a pronoun for the direct object. Also, notice that the sentences with the object pronoun all follow Pattern #1. The direct objects that are pronouns are in bold.

Examples: I love the Plan of Salvation. I taught **it** to my friends.
Translation

I wrote an email. I sent **it** to my family.
Translation

You left your scriptures open on the desk. I will close **them** for you.
Translation

You can use a pronoun for the indirect object in both Pattern #1 and Pattern #2. Look at the examples below. Notice that the indirect object is a pronoun.

	Pattern #1	Pattern #2
Examples:	I taught the Plan of Salvation to **them**. *Translation*	I taught **them** the Plan of Salvation. *Translation*
	My companion drew a picture for **me**. *Translation*	My companion drew **me** a picture. *Translation*

Studying English Verbs

When you study English verbs, be sure to learn whether a verb is transitive or intransitive. This will help you to use the verb correctly in your own speech. Here are a few examples of how to do this.

Studying Verbs in the Vocabulary and Phrases Book

When you study the phrases in the *Vocabulary and Phrases* book, notice whether or not the verb uses a direct object. Look at the examples below from the section *Lesson 3: Baptism, Our first covenant* and decide if the verb *promise* is transitive or intransitive.

Examples: When we covenant with God, he promises us blessings.
Translation

Through baptism, God promises us a remission of our sins.
Translation

When we covenant with God, he promises us blessings.
Translation

Through baptism, God promises us the companionship of the Holy Ghost.
Translation

These sentences all have both a direct and an indirect object, and they follow Pattern #2 from above. The verb *promise* takes a direct object in each sentence (blessings, a remission of our sins, and the companionship of the Holy Ghost). Therefore, you know that the verb *promise* is a transitive verb because a direct object follows it in the sentences. When you study the verb *promise*, memorize the verb with a few direct objects like this:

Promise	blessings
	a remission of our sins
	the companionship of the Holy Ghost

Memorizing objects with transitive verbs that you are studying will help you to include grammar study with your vocabulary study. This will also help you to more accurately use the verbs that you study.

Learn the Use

Object Pronouns

Use object pronouns after the noun is first introduced. In the examples below, the underlined noun is replaced by the underlined object pronoun.

Examples: God revealed the gospel of Jesus Christ to Adam. God gave him priesthood authority.
Translation

After the death of Jesus Christ, wicked people persecuted the Apostles and Church members. They killed many of them.
Translation

Note: Do not use the object pronouns before the noun is first introduced. For example, it is incorrect to say: God revealed the gospel of Jesus Christ to him. God gave Adam priesthood authority.

Activities (See answers on page 179.)

Learn On Your Own

A. Recognizing Subject and Object Pronouns

Read the paragraph below. Circle all of the subject pronouns and draw a box around all of the object pronouns. Check your answers.

I saw a pillar of light exactly over my head, above the brightness of the sun, which descended gradually until it fell upon me…. When the light rested upon me, I saw two personages, whose brightness and glory defy all description, standing above me in the air. One of them spake unto me, calling me by name and said, pointing to the other—This is My Beloved Son. Hear Him!"

(Joseph Smith History 1:16-17)

B. Translation – Using Object Pronouns

On a separate sheet of paper, translate the following sentences using direct object pronouns. Check your answers.

1. We helped him.
2. It cleanses us.
3. He knows us.
4. I saw it (the book).
5. She said it (the truth).
6. We see him.

7. We can receive them (blessings).
8. We can do it.
9. We build them (temples).
10. We have them. (God's commandments)
11. I'll do it!
12. God blesses her.
13. They love me.
14. We receive it. (an answer)
15. We overcome them (obstacles).

C. Scripture Activities

Read Alma 32:37–38. In these verses, Alma introduces a topic and then continually refers to it using direct object pronouns. Write down what the topic is and then count how many times a pronoun is used to refer to that topic in these two verses. Check your answers.

Think of an investigator who could benefit from these verses. Teach your companion about faith using these verses as if he or she were that investigator. Focus on using direct object pronouns when you explain these verses.

D. Finding Pronouns in the Scriptures

Read each of the following scriptures and look for the object pronoun written next to the scripture reference. What does the object pronoun refer to in the scripture? Write down your answer. Check your answers.

1. 1 Nephi 17: 6 (them)
2. 1 Nephi 19:7 (him)
3. 2 Nephi 33:2 (them) (it)
4. Alma 5:45-46 (them)
5. D&C 123:12 (it)
6. D&C 130:1-2 (him)
7. D&C 131:1-3 (it)
8. Amos 8:12 (it)

E. Identifying the Direct and Indirect Objects

Read each sentence. Circle the direct object and underline the indirect object. Check your answers.

Example: *My new companion showed the area book to me.*

1. They taught me the gospel.
2. Please show me your scriptures.
3. Please explain the grammar to me again.
4. She did not get the Book of Mormon for me.
5. I told them the Joseph Smith story.
6. He gave the scriptures to John.
7. Please provide referrals to me.
8. My companion and I prepared the lesson for our investigators.
9. Joseph Smith restored the gospel for everyone on earth.
10. He repeated the information to me.

F. Using Pronouns as Direct Objects

Underline the direct object in each sentence below. Then rewrite the sentence. Use *it* or *them* in the place of the direct object. Remember, when the direct object is a pronoun, it always comes before the indirect object. When you check your answers, pay attention to which verbs use *to* and which verbs use *for* to indicate the indirect object.

Example: I gave my brother my bicycle.

→ *I gave it to my brother.*

1. I handed my mission president my report.
2. We taught that man a lesson.
3. He cooked his companion a lot of food.
4. He gave us those referrals.
5. I read my investigators the Book of Mormon.
6. I showed him the Liahona magazine.
7. I handed my companion his new planner.
8. On preparation day, I sent my mom a letter.
9. One of the ward members made my companion and me lunch.
10. The district leader told the district a story.

G. Practicing Pattern #1 and Pattern #2

Practice saying the following sentences out loud. Notice that all of the verbs in the sentences below can use both Pattern #1 and Pattern #2. Practice saying each sentence using both patterns. To do this, reverse the order of the direct and indirect objects. Some sentences have either *to* or *for* in parentheses at the end. Use this preposition when saying Pattern #1. Check your answers.

Example: She found an investigator for me.

→ *She found me an investigator.*

1. They are getting a ride for our investigators.
2. Missionaries sent John a copy of the Book of Mormon. (*to*)
3. Elder Wang is writing a letter to his parents.
4. Relief Society sisters are making Sister Yang lunch. (*for*)
5. My new companion showed my new area to me.
6. I found a good scripture for him.
7. She wrote her conversion story for me.

H. Translation

Translate the following sentences, focusing on using indirect objects correctly. Check your answers

1. God provided a plan for us.
2. The Spirit teaches us the truth.
3. Christ gave his life for us.
4. The Lord promises us blessings when we obey.
5. The ward missionaries taught the new members the new member lessons.
6. The Atonement gives us hope.
7. Jesus gave the apostles authority.
8. God revealed the fullness of the gospel to Joseph Smith.

I. Language Study Plan Activities

A. Prepare sentences that use indirect objects for your scheduled activities. Have your companion check your sentences. Practice using them throughout the day.

B. Find sentences from the lessons, brochures, or the *Vocabulary and Phrases* book that use indirect objects and that you can use to teach key gospel principles. Memorize the sentences and find other ways to say the same thing.

Learn with Your Companion

J. Preach My Gospel Activity

Go to *Use the Scriptures* on page 180 of *Preach My Gospel*. Read the three suggested steps to share a scripture with an investigator. Identify the direct objects in the steps. Then, teach your companion the steps for sharing a scripture. While you are talking with your companion, remember to focus on your use of direct objects.

K. Error Correction

Each of the following sentences has an error in it. Either write down on a separate sheet of paper or say the correct answer to your companion. Check your answers.

1. God explained the Word of Wisdom Joseph Smith.
2. God revealed to Adam it.
3. Do us need to study right now?
4. I need to teach they the gospel.
5. Heavenly Father blesses we.
6. Sister Smith invited to the dinner us.

Future Tense

Examples from *Vocabulary and Phrases*

The obedient **will** live in a state of happiness.	translation
We **will** all suffer physical death.	translation
We **will** remain in the spirit world until the resurrection.	translation
Will you pray again and ask God?	translation

Notice the Grammar

The following sentences describe future events or actions. Read them and pay attention to the **verbs** that are underlined and bolded in each sentence.

1. The righteous **will live** with God.
   Translate
2. As we follow the prophet **we will not go** astray.
   Translate
3. **Will** you **keep** the Word of Wisdom?
   Translate
4. What **will** you **do** to help your investigators progress?
   Translate
5. We **are going to speak** in a sacrament meeting tomorrow.
   Translate

Let's Talk About It

Each explanation below refers to the numbered sentence above. The above sentences of the future tense show:

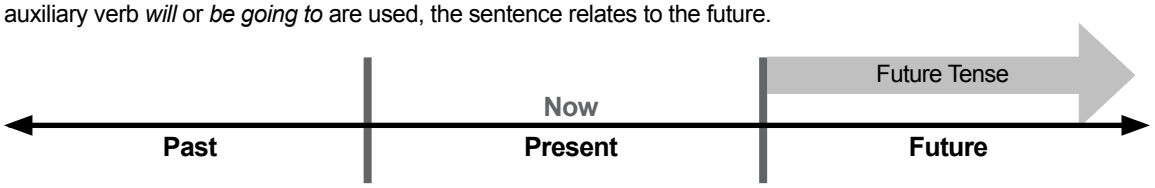
1. An affirmative statement with the auxiliary verb *will*
2. A negative sentence with the auxiliary verb will and the negative word *not*
3. A *Yes/No* question with the auxiliary verb *will*
4. An information question with the Wh-word *what* and the auxiliary verb *will*
5. An affirmative statement with *be going to*

Learn the Meaning

17a

Talking about Future Plans and Making Predictions

When the auxiliary verb *will* or *be going to* are used, the sentence relates to the future.



Both *will* or *be going to* are often used when talking about future plans and making predictions about the future. Look at the example sentences of past, present, and future tenses below.

Examples:	**Past**	We **spoke** in sacrament meeting last week. *Translation*
	Present	We **are speaking** in sacrament meeting right now. *Translation*
	Future	We **will** speak in sacrament meeting next week. *Translation*
		We **are going to speak** in sacrament meeting next week. *Translation*

Learn the Form

17b

Affirmative Statements with *Will*

When *will* is used in affirmative statements in the future tense, it is always followed by a verb in its base form.

Will	+	Verb (base form)	=	Future Tense
will		live	=	The righteous **will live** with God.

Note: When a verb comes immediately after *will*, *-s* is never added to it regardless of the subject of a sentence. Look at the example sentences below and notice the difference.

Examples: He **lives** in the United States.
Translation

He **will live** in New Zealand.
Translation

To learn more about when *-s* is added to a verb, read *Chapter 7 Simple Present Tense*.

The subject pronoun (*I, you, we, they*) is often combined with *will* in speaking. Look at the chart below. Notice the contracted form.

	Subject	*Will*	Verb (base form)		Contractions
1st Person	I		**come**	tonight.	**I'll** come tonight.
2nd Person	You		**know**	tomorrow.	**You'll** know tomorrow.
3rd Person	She		**speak**	to you this evening.	**She'll** speak to you this evening.
	He	**will**	**bless**	you.	**He'll** bless you.
	It		**work**	out.	**It'll** work out.
Plural	They		**appreciate**	your help.	**They'll** appreciate your help.
	We		**renew**	our covenants.	**We'll** renew our covenants.

Note: To learn more about contraction formations for the future tense, see Appendix 7C.

Negative Statements with *Will*

17c

Negative statements in the future tense use *will* and *not*. Notice the contraction *won't* used in the examples below.

Will	+	Not	+	Verb (base form)	=	Negative Form
Will		not		go	=	We **will not go** astray.

	Subject	*Will*	*Not*	Verb (base form)		Contractions
1st Person	I			**know**	tonight.	I **won't** know tonight.
2nd Person	You			**sleep**	tomorrow.	You **won't** sleep tomorrow.
3rd Person	She			**call**	you this evening.	She **won't** call you this evening.
	He	**will**	**not**	**read**	to you.	He **won't** read to you.
	It			**work**	out.	It **won't** work out.
Plural	They			**come**	to your help.	They **won't** come to your help.
	We			**forget**	our covenants.	We **won't** forget our covenants.

Actions

17d

Yes/No Questions with *Will*

In order to make a *Yes/No* question, reverse the subject and the auxiliary verb *will*.

Will	+	Subject	+	Verb (base form)	=	*Yes/No* Question
Will		you		keep	=	**Will you keep** the Word of Wisdom?

	Will	**Subject**	**Verb** (base form)		**Responses**	
1st Person		**I**	**understand**	it?	Yes, you will.	No, you won't.
2nd Person		**you**	**pray**	about it?	Yes, I will.	No, I won't.
3rd Person	**Will**	**she**	**come**	with us?	Yes, she will.	No, she won't.
		he	**get**	baptized?	Yes, he will.	No, he won't.
		it	**work**	?	Yes, it will.	No, it won't.
Plural		**they**	**help**	us?	Yes, they will.	No, they won't.
		we	**receive**	eternal life?	Yes, we will.	No, we won't.

17e

Information Questions with *Will*

Information questions begin with Wh-question words.

Object Questions

When you form an object question in the future tense, put the Wh-word first.

Wh-Word	+	*Will*	+	Subject	+	Verb (base form)	=	Wh-Object Question
What		will		you		do	=	**What will you do** to help your investigators?

Wh-Word	***Will***	**Subject**	**Verb** (base form)	**Responses**
Who		he	see?	The missionaries.
Where		they	meet?	They will meet at the stake center.
How	will	she	feel ?	She'll feel good.
Why		they	go?	Because they want to visit their investigators.
What		you	eat?	I'll eat a sandwich.

Subject Questions

When you form a subject question using the future tense, replace the person or thing you are asking about with the appropriate Wh-word.

Wh-Word	+	*Will*	+	Verb (base form)	=	Wh-Subject Question
Who		will		offer	=	**Who will offer** the closing prayer?

Wh-Word	***Will***	**Verb** (base form)		**Responses**
Who		come	to church?	Sarah will come to church.
What	will	help	you the most right now?	Your sincere prayers will help me.
Who		baptize	Tyler?	His father will baptize him.

Affirmative Statements with *Be Going To*

17f

We can also make the future tense by using *be going to*.

Subject	+	*Be* Verb	+	*Going To*	+	Verb (base form)	=	Future Tense
We		are		going to		speak	=	**We are going to speak** in sacrament meeting tomorrow.

Notice how the *Be* verb changes in the following chart.

	Subject	*Be* Verb	*Going To*	Verb (base form)		Contractions
1st Person	I	**am**	**going to**	**study**	.	**I'm** *gonna* study.
2nd Person	You	**are**		**enjoy**	it.	**You're** *gonna* enjoy it.
3rd Person	She	**is**		**serve**	a mission.	**She's** *gonna* serve a mission.
	He			**pray**	.	**He's** *gonna* pray.
	It			**be**	fun.	**It's** *gonna* be fun.
Plural	They	**are**		**teach**	.	**They're** *gonna* teach.
	We			**have**	lunch.	**We're** *gonna* have lunch.

When speaking about the future, English speakers will often use the informal contraction *gonna* in place of *going to*. While it is appropriate to use *gonna* in casual conversation, it would be inappropriate to use in formal settings such as priesthood blessings.

Example: *I'm going to study*.
→ *I'm "gonna" study.*

In your own speech, people may understand you better if you say *going to* rather than *gonna*. However, you need to recognize "*gonna"* as the future tense when other people speak. Have a native speaker say *I'm gonna study* so that you can hear how it is pronounced. Remember that although *gonna* is frequently used in conversation, it is rarely used in formal writing.

Negative Statements with *Be Going To*

17g

For negative statements, insert *not* between the *Be* verb and *going to*.

Subject	+	*Be* Verb	+	*Not*	+	*Going To*	+	Verb (base form)	=	Future Tense
We		are		not		going to		speak	=	**We are not going to speak** in a sacrament meeting tomorrow.

	Subject	*Be* Verb	*Not*	*Going To*	Verb (base form)		Contractions
1st Person	I	**am**	**not**	**going to**	**read**	it tonight.	**I'm** not *gonna* read it tonight.
2nd Person	You	**are**			**want**	it.	**You're** not *gonna* want it.
3rd Person	She	**is**			**be**	there.	**She's** not *gonna* be there.
	He				**exercise**	this morning.	**He's** not *gonna* exercise this morning.
	It				**start**	on time.	**It's** not *gonna* start on time.
Plural	They	**are**			**go**	tracting.	**They're** not *gonna* go trracting.
	We				**listen**	.	**We're** not *gonna* listen.

Note: Notice how *going to* becomes "*gonna*" in the contracted sentences.

Actions

Yes/No Questions with *Be Going To*

17h When making *Yes/No* questions with *be going to*, reverse the subject and the *Be* verb. The order of the rest of the words of the sentence remains the same.

Affirmative Statement: *They are going to come to the ward activity.*
Yes/No Question: *Are they going to come to the ward activity?*

Be Verb	+	Subject	+	*Going To*	+	Verb (base form)	=	*Yes/No* Question
Are		you		going to		call	=	**Are you going to call** the president?

	***Be* Verb**	**Subject**	***Going To***	**Verb** (base form)		**Responses**	
1st Person	**Am**	**I**		go	?	Yes, you are.	No, you aren't.
2nd Person	**Are**	**you**		accept	the call?	Yes, I am.	No, I'm not.
3rd Person	**Is**	**she**	**going to**	like	it?	Yes, she is.	No, she isn't.
		he		cook	lunch for us?	Yes, he is.	No, he isn't.
		it		look	nice?	Yes, it is.	No, it isn't.
Plural	**Are**	**they**		go	street contacting tonight?	Yes, they are.	No, they aren't.
		we		teach	them about the plan of salvation?	Yes, we are.	No, we aren't.

Actions

Information Questions with *Be Going To*

17i Use Wh-words to form information questions.

Object Questions

When you form an object question in the future tense, put the Wh-word first.

Wh-Word	+	*Be* Verb	+	Subject	+	*Going To*	+	Verb (base form)	=	Wh- Object Question
Why		are		you		going to		pray	=	**Why are you going to pray** about it?

Wh-Word	***Be* Verb**	**Subject**	***Going To***	**Verb** (base form)		**Responses**
How	is	he		develop	Christlike attributes?	By keeping all the commandments.
What	are	they	going to	do	this weekend?	They are going to clean the chapel.
Why	are	you		pray	about it?	Because I want to know if it is true.

Subject Questions

When you form a subject question using the future tense, replace the noun you are asking about with the appropriate Wh-word.

Wh-Word	+	*Be* Verb	+	*Going To*	+	Verb (base form)	=	Wh- Subject Question
Who		is		going to		attend	=	**Who is going to attend** church with us this Sunday?

Wh-Word	***Be* Verb**	***Going To***	**Verb** (base form)		**Responses**
What			happen	next?	She's going to receive the gift of the Holy Ghost.
Who	**is**	going to	teach	this lesson?	Sister Smith.
Who			preside	at the meeting?	The bishop.

Learn the Use

17j

Both *will* and *be going to* are commonly used when talking about the future. However, *will* is used more often in formal situations such as teaching investigators, conducting church meetings, and speaking in public. Look at the examples below:

Examples:		
	Church Meetings	To begin our meeting, we **will** sing hymn number 77. *Translation*
		Sister Lee **will** give the opening prayer. *Translation*
	Missionary Lessons	The Spirit **will** testify that this message is true. *Translation*
		Next time, we **will** discuss the plan of salvation. *Translation*

Even though *will* and *going to* are both future tense, they can sometimes have different uses. Listen carefully to how native speakers use *will* and *going to*, and try to determine when each is used.

Activities (See answers on page179.)

Learn on Your Own

A. Fill in the Blank

Fill in the blank with *will* and the appropriate form of the given verbs. Then, replace the subject with a pronoun (*I, you, he, she, it, we, they*) and create a contraction with the pronoun and verb. Write your answers on a separate sheet of paper. Check your answers.

Example: Sister Ting ____ _____ (give) a talk at sacrament meeting this Sunday.

→ Sister Ting *will give* (give) a talk at sacrament meeting this Sunday.

→ *She'll give a talk at sacrament meeting this Sunday.*

1. The mission president ____ _____ (train) the missionaries next month.
2. Elder Lee and Elder Lim ____ _____ (study) the scriptures together this evening.
3. John ____ _____ (become) a successful missionary in the future.
4. Susan ____ _____ (take) the missionary lessons soon.
5. My companion and I ____ _____ (plan) for tomorrow.
6. You and your wife ____ _____ (receive) blessings from Heavenly Father later.
7. Many members ____ _____ (pray) for missionaries in the field on fast Sunday.
8. I ____ _____ (perform) at the Christmas party next month.
9. Sister Qiao ____ _____ (return) home in two weeks.

B. Negative Statements

Change the sentences from the previous activity to negative statements. Then, replace the subject with a pronoun (*I, you, he, she, it, we, they*) and create a contraction with the pronoun and verb. Write your answers on a separate piece of paper. Check your answers.

Example: Sister Ting ____ _____ (give) a talk at sacrament meeting this Sunday.

→ *Sister Ting will not give a talk at sacrament meeting*.

→ *She won't give a talk at sacrament meeting.*

C. *Yes/No* Questions

Change the following sentences into *Yes/No* questions. Write down your answers on a separate piece of paper. Check your answers.

Example: Sarah will read the Book of Mormon tonight.

→ *Will Sarah read the Book of Mormon tonight?*

1. Elder Atagi will baptize Sam this Sunday. →
2. Heaven Father will bless the righteous. →
3. All of our investigators will attend sacrament meeting with us. →
4. We will suffer physical death at the end of this life. →
5. We will remain in the spirit world until the resurrection. →
6. The repentant and obedient will live in the celestial kingdom. →
7. The unrepentant and disobedient will live in the telestial kingdom. →
8. Elder Lihipali will call Erin the day before to confirm the appointment. →
9. The Lord will guide you. →

Actions

D. Information Questions

Complete the questions with *will* and the words in parentheses. Write down your answers on a separate piece of paper. Check your answers.

Example: Q: When (you, call) _____ _____ _____ Jack? → Q: When (you, call) *will* *you* *call* Jack?
A: I'll call him tonight.

Object Questions

1. Q: When (we, meet) _____ _____ _____ with the ward mission leader?
   A: This afternoon.
2. Q: Why (you, pray) _____ _____ _____ about our message?
   A: Because I want to find out if it's true.
3. Q: What (I, feel) _____ _____ _____ when I pray?
   A: You will feel the Spirit.
4. Q: Why (we, visit) _____ _____ _____ the Brown family today?
   A: Because we want to show our love for them.
5. Q: When (Elder Smith and Elder Liu, teach) _____ _____ _____ Manu's family?
   A: They will teach them this Sunday.
6. Q: When (Susan, get baptized) _____ _____ _____?
   A: Next Saturday.
7. Q: Where (we, go street contacting) _____ _____ _____ tomorrow?
   A: We'll go to Center Street.

Subject Questions

1. Q: Who (teach) _____ _____ Rosa and John about the plan of salvation?
   A: My companion will do it.
2. Q: Who (come) _____ _____ to church this Sunday?
   A: Sarah and Tim.
3. Q: How many people (come) _____ _____ to Jenna's baptism?
   A: About 20 people will come.
4. Q: Who (conduct) _____ _____ the baptismal interview?
   A: The district leader.
5. Q: What (happen) _____ _____ after sacrament meeting?
   A: We will attend Sunday School.

E. Translation

Translate the following sentences into English. Write your answers on a separate sheet of paper. Check your answers.

1. Will the Lord forgive our sins?
2. When will you call Jack?
3. The Lord will bless you and your family.
4. We are going to visit Sister Smith tomorrow.
5. How will we receive eternal life?
6. Where are we going to wait for Sister Tonga?
7. We will give you a copy of the Book of Mormon.
8. Who is going to get baptized tomorrow?

F. Scripture Memorization Activity

To notice how these scriptures from the Book of Mormon use the future tense, look up the references and fill in the blanks for 1-5. Then look up the remaining references and memorize 5-8 of the verses.

Example: The words of Christ _____ _____ you all things what ye should do. (2 Nephi 32: 3)
→ The words of Christ *will* *tell* you all things what ye should do. (2 Nephi 32: 3)

1. It _____ _____ unto you all things what ye should do. (2 Nephi 32: 5)
2. I _____ _____ thee forever; and I _____ _____ thee mighty in word and in deed, in faith and in works. (Helaman 10:5)
3. I _____ _____ and _____ the things which the Lord hath commanded. (1 Nephi 3:7)
4. But if ye neglect the tree, and take no thought for its nourishment, behold it _____ _____ _____ any root. (Alma 32:38)
5. I _____ _____ unto you hereafter that this record is true. (3 Nephi 18: 37)

6. Alma 5:17
7. Alma 5:33
8. Alma 5:59
9. Alma 7:12
10. Enos 1:10
11. Enos 1:17
12. Moroni 8:27)
13. Alma 32:2

Learn with Your Companion

G. Error Correction

The following sentences contain grammatical errors made by missionaries. Each sentence contains one error. Write down the corrected sentence or say it to your companion. Then, explain what was wrong in the sentence and why it was an error. Check your answers.

1. He will visits Mike.
2. We are going visit the Andersons.
3. She going to be baptized soon.
4. Elder Smith be going to baptize Jenna.
5. Sister Vaka arrive next week.
6. I pray tonight.

H. Role Play

Discuss specific concerns of some of your current investigators. What is the nature of these concerns? What will you and your companion do to resolve the concerns? Discuss at least five solutions.

Example:

Concern	Solution
Simi is set for baptism this month but hasn't been to church recently. His main concern is that he doesn't have a friend in the ward.	*We will ask the elders quorum president to come with us on Tuesday to a lesson with him. We will also ask Brother Faapoi to pick him up this Sunday. We will introduce five members to Simi. We are going to ask Brother Tonga to sit with him during the Sunday school.*

I. Prediction

What do you think is going to happen in your life and in your companion's life in the next 50 years? Make at least 10 predictions about each other's lives.

Example:
- *My companion will go to college.*
- *He will marry and have a large family.*
- *He is going to be a mission president one day.*

J. Talk about Personal Goals

Read Alma 32:42-43, Mosiah 1:6-7, and 2 Nephi 32:3. Make a list of what you've learned about the importance of scripture study. Write down at least five things you are going to do to make your scripture study more effective daily. Share your list with your companion.

Example:
- *I am going to say a prayer at the beginning and end of my scripture study.*
- *I will not eat too much breakfast so that I won't fall asleep during my studies.*

K. Talk about the Picture

Look at the pictures below. What do you think will happen next? Using *will* or *be going to*, make as many predictions as possible for one minute per picture. Try to keep talking for the whole minute.

Example: *The mother will invite the missionaries into the house. She will be interested in the message of the Restoration.*

Learn with Your District

L. *Preach My Gospel* Activity

"From your daily planner, make a list of people you have contacted in the past two days, including investigators and members. For each person, write the commitment(s) they made and other invitations you could have or should have extended. Discuss why you were able to obtain commitments from some of these people and what prevented you from obtaining commitments from others. What will you do to follow up on these commitments?" *(Preach My Gospel page 202)*

Write down the commitments and practice how you are going to extend these commitments.

Example:
- *I will make sure Sister Totau reads the Book of Mormon.*
- *We will make daily contacts and stop by Sione's house at 5pm.*
- *I will ask Bishop Samoa to come with us to a lesson with Tupou. I will say, "Bishop Samoa, will you come with us to our next lesson with Tupou?"*

M. Talk about Goals

Divide the missionaries into companionships. Invite them to write down some of their personal and companionship goals for the upcoming week. Encourage them to share it with another companionship.

Example:

COMPANIONSHIP

- *We will commit Simi to baptism.*
- *We will talk to everyone on the street.*
- *We will be on time for every appointment we have.*

PERSONAL

- *I am going to read the Book of Alma this week.*
- *I will make my prayers more meaningful.*
- *I will love my companion more.*

Present Perfect Tense

Examples from *Vocabulary and Phrases*

How long **have** you **lived** here?	translation
I **have lived** here for 10 years.	translation
How long **has** she **been** your investigator?	translation
She **has been** our investigator for two weeks.	translation

Notice the Grammar

The following sentences show both what happened in the past and its result now. Read them and pay attention to the words that are underlined and bolded in each sentence.

1. I **have been** at the MTC for two weeks.
   Translate
2. He **has not found** his tie.
   Translate
3. She **has never attended** sacrament meeting.
   Translate
4. **Have** you **found** your key?
   Translate
5. **Have** you **ever heard** about the Book of Mormon?
   Translate
6. **How long have** you **been** a church member?
   Translate

Let's Talk About It

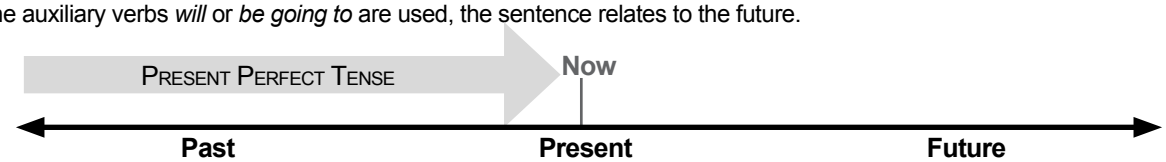
In the above six sentences, the present perfect has been used. Each explanation below refers to the numbered sentence above and shows:

1. An affirmative statement with the auxiliary verb *have* and the past participle of the main verb
2. A negative sentence with the auxiliary verb *have* and the negative word *not*
3. A negative sentence with the auxiliary verb *have* and the negative word *never*
4. A *Yes/No* question with the auxiliary verb *have*
5. A *Yes/No* question with the auxiliary verb *have* and the word *ever*
6. An information question with the *how long* and the auxiliary verb *have*

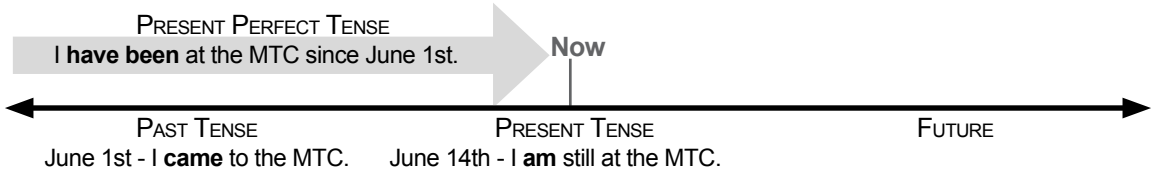
Learn the Meaning

Connecting Past and Present

When the auxiliary verbs *will* or *be going to* are used, the sentence relates to the future.

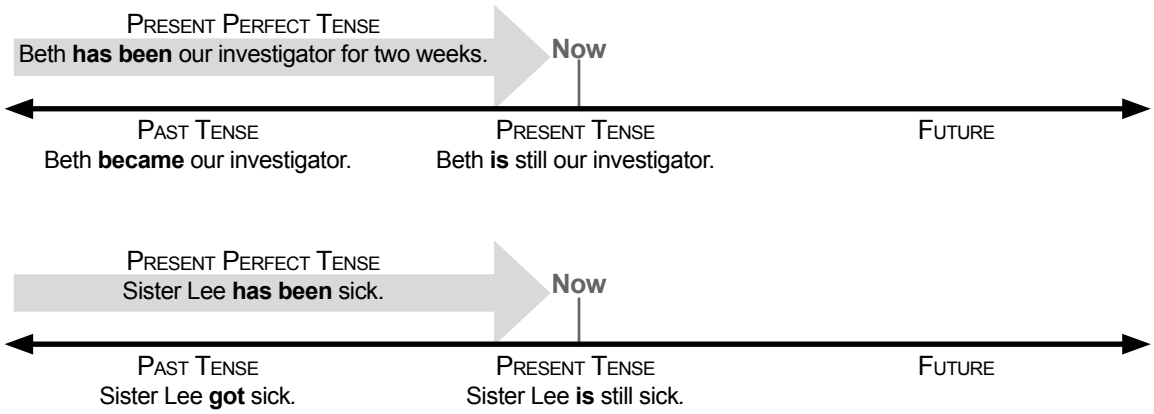


The present prefect tells you both about the past and the present. Read the example sentences below and notice that the simple past tense sentences tell you about what happened in the past, and the present tense sentences tell you about the result in the present. By using the present perfect, you can indicate how there is a connection between now and something you did or what happened in the past.


Present Perfect Tense
I **have been** at the MTC since June 1st.
Now
Past Tense
Present Tense
Future
June 1st - I **came** to the MTC.
June 14th - I **am** still at the MTC.

Actions

18a



In order to use the present perfect, you must be able to answer *yes* to both of the following questions:

1. Did this action or state occur at sometime in the past? ***Yes***
2. Does the action or state have relevance in the present? ***Yes***

→ **Use Present Perfect**

Read the following example sentences and, once again, notice how the present perfect expresses the meaning of both the past tense and present tense sentences. Then, pay attention to the verb forms of the present perfect sentences.

Past	Present	Present Perfect
Elder Tuitupo **did not find** his tie yesterday. *Translation*	Elder Tuitupo still **does not know** where it is. *Translation*	Elder Tuitupo **has not found** his tie. *Translation*
Sister Ting **started** to feel hungry this morning. *Translation*	Sister Ting **is** still hungry. *Translation*	Sister Ting **has been** hungry since this morning. *Translation*
Sister Johnson **became** a faithful church member 20 years ago. *Translation*	Sister Johnson **is** still faithful in the Church. *Translation*	Sister Johnson **has been** a faithful church member for 20 years. *Translation*
Elder Vaka **came** to the MTC in May. *Translation*	It is July now and he **is** still at the MTC. *Translation*	Elder Vaka **has been** at the MTC for two months. *Translation*
I **forgot** his name yesterday. *Translation*	I still **cannot remember** his name. *Translation*	I **have forgotten** his name. *Translation*

Learn the Form

Affirmative Statements in Present Perfect

18b

When making sentences in the present perfect tense, use the auxiliary verb *have* and the past participle of the main verb.

Have	+	Verb (past participle form)	=	Present Perfect
have		been	=	I **have been** at the MTC for two weeks.
have		lived	=	They **have lived** here for 1 year.

Note: The past participle is a verb form that is used in certain verb tenses in English. It is used in present perfect, past perfect, and passive verb tenses. See Appendix 1 for a list of irregular verbs with the past participle.

The Auxiliary Verb *Have*

Look at the chart below. Notice that the verb *have* changes form so that it matches the subject. Oftentimes, English speakers combine the subject pronoun and the verb *have/has*.

	Subject	Auxilliary Verb	Verb (past participle)	Contractions
1st Person	I	**have**	finished.	I've finished.
2nd Person	You	**have**	taught.	You've taught.
3rd Person	She	**has**	run.	She's run.
	He		learned.	He's learned.
	It		worked.	It's worked.
Plural	They	**have**	prayed.	They've prayed.
	We		read.	We've read.

Note: To review this subject-verb agreement principle, see *Chapter 7 Simple Present Tense*. To learn more about contractions, see the Appendix 7 for contraction formation.

Regular Past Participles

When you learned about the simple past, you were introduced to regular and irregular past forms. Just like the past tense, the present perfect tense uses both regular and irregular forms of verbs. Regular past participles end in -ed like looked, washed, and watched. They look the same as regular past tense verbs. However, irregular past participles do not follow a simple pattern like regular verbs. Therefore, you must memorize them. The chart below gives you a few examples of regular verbs.

Base Form of Verb	Past Tense	Past Participle
finish	finished	finished
start	started	started
pray	prayed	prayed
study	studied	studied
die	died	died

Examples:

Past	Present Perfect
Jane **finished** the Book of Mormon yesterday. *Translation*	Jane has **finished** the Book of Mormon. *Translation*
We **started** our discussion. *Translation*	We have **started** our discussion. *Translation*
My companion and I **prayed** together. *Translation*	My companion and I have **prayed** together. *Translation*

Irregular Past Participles

As you look at the chart below for irregular verbs, notice that some past participles are the same as the base form, some are the same as the past tense, and some are completely different. See Appendix 1 for more examples of irregular verbs and their past participles.

Irregular Participle Notes	Base Form of Verb	Past Tense	Past Participle
1. Some participles are completely different from the base form.	catch	caught	caught
	cut	cut	cut
	drive	drove	driven
2. Some are the same as the past tense.	eat	ate	eaten
	feel	felt	felt
	fly	flew	flown
3. Some do not change.	hear	heard	heard
	shut	shut	shut
	sing	sang	sung

Examples:	Simple Past	Present Perfect
	The zone leaders **drove** to the mission home. *Translation*	The zone leaders have **driven** to the mission home. *Translation*
	Our investigators **felt** the spirit. *Translation*	Our investigators have **felt** the spirit. *Translation*
	The sister missionaries **sang** at the baptism. *Translation*	The sister missionaries have **sung** at a baptism. *Translation*

Negative Statements in Present Perfect

Negative statements use the auxiliary verb *have/has* and the negative word *not*.

Have/Has	+	*Not*	+	Verb (past participle)	=	Negative Form
have		not		found	=	I **have not found** his tie.
has		not		found		He **has not found** his tie.

Often times when creating negative statements in present perfect, English speakers combine the verb *have/has* with the word *not*. Look at the chart below.

	Subject	Have/Has	*Not*	Verb (past participle)	Contractions
1st Person	I	**have**	**not**	worked.	I **haven't** worked.
2nd Person	You	**have**			You **haven't** worked.
3rd Person	She	**has**			She **hasn't** worked.
	He				He **hasn't** worked.
	It				It **hasn't** worked.
Plural	They	**have**			They **haven't** worked.
	We				We **haven't** worked.

Negative Statements in Present Perfect with *Never*

Sometimes English speakers use *never* to form a negative statement in present perfect to indicate that someone has not had a certain experience at any time in his or her lifetime.

Subject	+	*Have/Has*	+	*Never*	+	Verb (past participle form)	=	Negative Statement
She		has		never		attended	=	**She has never attended** sacrament meeting.

Read the sentences below and notice how the time period is in your lifetime because of *never*.

Subject	*Have/Has*	*Never*	Verb (past participle form)		Contractions
I	have	**never**	**prayed**	to God.	I've never prayed.
You	have		**read**	the Book of Mormon.	You've never read.
She	has		**been**	to Tonga.	She's never been.
They	have		**taken**	the missionary discussions.	They've never taken.

Note: To learn about contraction, see the Appendix 6 for contraction formation.

Yes/No Questions in Present Perfect

In order to make a *Yes/No* question, put the auxiliary verb *have/has* before the subject of the sentence.

Have/Has	+	Subject	+	Verb (past participle form)	=	*Yes/No* Question
Have		you		found	=	**Have you found** your key?

	Have/Has	Subject	Verb (past participle form)		Responses	
1st Person	Have	I	returned	your book?	Yes, you have.	No, you haven't.
2nd Person	Have	You	found	your key?	Yes, I have.	No, I haven't.
3rd Person	Has	She	lost	her bike?	Yes, she has.	No, she hasn't.
		He	forgotten	my name?	Yes, he has.	No, he hasn't.
		It	arrived	?	Yes, it has.	No, it hasn't.
Plural	Have	They	been	sick?	Yes, they have.	No, they haven't.

Yes/No Questions in Present Perfect with *Ever*

When the word *ever* is added to a *Yes/No* question in present perfect, the question emphasizes the meaning of "in your lifetime." Add *ever* to a *Yes/No* question in present perfect in order to ask if someone has done something at any time within his or her lifetime.

Have/Has	+	Subject	+	*Ever*	+	Verb (past participle)	=	*Yes/No* Question
Have		you		ever		met	=	**Have you ever met** the missionaries?

Read the sentences below and notice how the time period is "in your lifetime" because of the word *ever*.

Have/Has	Subject	Ever	Verb (past participle form)		Responses	
Have	you	ever	prayed	to God?	Yes, I have.	No, I haven't.
Has	she		read	the Book of Mormon?	Yes, she has.	No, she hasn't.
Have	they		attended	church with you?	Yes, they have.	No, they haven't.
	we		tried	to help the missionaries?	Yes, we have.	No, we haven't.

Sometimes people answer a *Yes/No* question using *never*. Using *never* in an answer emphasizes the meaning of "not in my lifetime."

Have/Has	Subject	Ever	Verb (past participle form)		Responses
Have	you	ever	prayed	to God?	No, I've **never** prayed to God.
Has	she		attended	church?	No, she has **never** attended church.

Information Questions - *How long…?*

Use *how long* in the question form to ask about duration.

How Long	+	*Have/Has*	+	Subject	+	Verb (past participle)	=	Information Object Question
How long		have		you		been	=	**How long have you been** a church member?

How Long	*Have/Has*	Subject	Verb (past participle form)		Responses
How long	have	you	known	her?	I've known her for 10 years.
	has	Elder Lee	been	in America?	Elder Lee has been in America for 8 months.
		Sister Tonga	had	a headache?	Sister Tonga has had a headache since this morning.
	have	they	been	married?	They've been married for 30 years.

Learn the Use

18c

Simple Past vs. Present Perfect

One difference between simple past tense and present perfect tense is simple past can use specific time phrases while present perfect cannot. Read the following sentences and pay attention to any time phrases. Notice how the sentences in the simple past column have specific time phrases like two weeks ago, yesterday, and this morning while the sentences in the present perfect column do not contain these phrases.

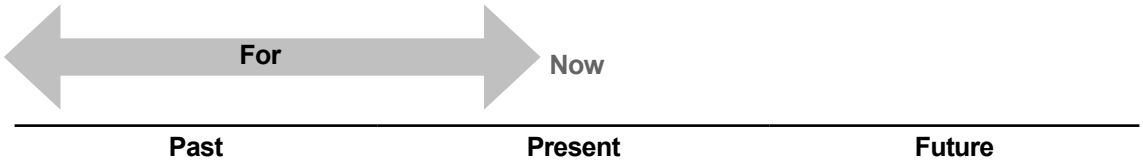
Examples:	**Simple Past**	**Present Perfect**
	Ellen met the missionaries **last week**. *Translation*	Ellen has met the missionaries. *Translation*
	My companion lost her pen **yesterday**. *Translation*	My companion has lost her pen. *Translation*
	The Smiths invited us for dinner **this morning**. *Translation*	The Smiths have invited us for dinner. *Translation*
	My companion and I finished reading the Book of Mormon **two weeks ago**. *Translation*	My companion and I have finished reading the Book of Mormon. *Translation*

Use the simple past rather than the present perfect in order to indicate that something happened **at a specific point in time** in the past. On the other hand, use the present perfect when you want to focus on the event itself rather than **when** something happened. Therefore, we use simple past to talk about finished events or actions at a specific point in time in the past. And we use present perfect when the time of an event is not as important as the event itself.

For and *Since* with Present Perfect

Even though time is less important with present perfect tense, sometimes we need to talk about time when we use it. To do this, we use the words *for* and *since* with the present perfect to explain time.

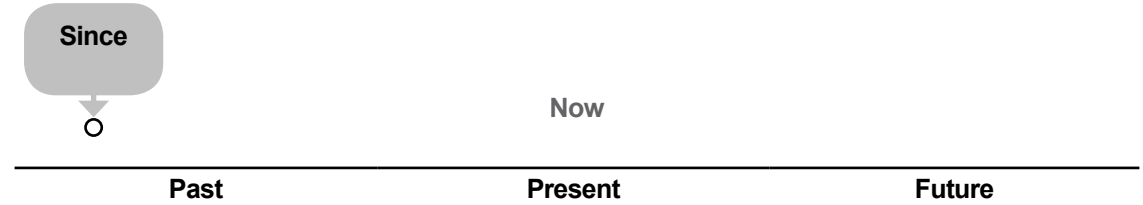
For



We use *for* to talk about how long the period of time is. *For* is followed by words that indicate a length of time such as *for two months*, *for 20 years*, and *for two weeks*. Look at the following examples.

Examples:	I have been in this district **<u>for</u> two months**. *Translation*
	The Weinstocks have held a family prayer in the morning **<u>for</u> 20 years**. *Translation*
	Elder Liu and Elder Smith have been companions **<u>for</u> two weeks**. *Translation*

Since



We use *since* to talk about when a period of time began. For this reason, *since* is followed by words that indicate the starting point such as *since this morning*, *since 2005*, and *since yesterday.* Look at the following examples.

Examples:	My companion and I have been hungry **<u>since</u> this morning**. *Translation*

Actions

Sister Smith and Sister Tonga have known each other **since 2000**.
Translation

Frank and Mildred have been strong and active in the Church **since their baptism**.
Translation

Activities (See answers on page 180.)

Learn on Your Own

A. Learning Irregular Participles

Complete the following sentences by inserting *have* or *has* and the irregular past participle of the verb given in parentheses. If you do not know the irregular past participle of the verb, look in Appendix 1 to find it. Write your answers on a separate sheet of paper. Then, check your answers.

Example: I _____ in my journal. (write)
→ I *have written* in my journal. (write)

I _____ lunch. (not, eat)
→ I *have not eaten* lunch. (not, eat)

1. Elder Fele _____ his bike. (lose)
2. I _____ lunch. (eat)
3. Ellen _____ the game. (win)
4. John _____ the Book of Mormon. (read)
5. My mother _____ a car. (buy)
6. The Bishop _____ him. (not, meet)
7. Fia _____ . (leave)
8. Sister Ting _____ a book. (not, write)
9. I _____ sick. (be)
10. I _____ the same kinds of questions. (have)

B. Using Regular Participles

Complete the following sentences by inserting *have* or *has* and the regular past participle of the verb given in parentheses. Write your answers on a separate sheet of paper. Then, check your answers.

Example: My companion and I _____ the Smiths. (visit)
→ My companion and I *have visited* the Smiths. (visit)

I _____ them. (not, visit)
→ I *have not visited* them. (not, visit)

1. Sister Taolangi and Sister Atagi _____ dinner together. (cook)
2. She _____ the book. (finish)
3. Our investigators _____ us. (not, call)
4. The Elders _____ very hard to find new investigators. (work)
5. The sister missionaries _____ for a long time. (walk)
6. Elder Fauate's testimony _____ their hearts. (touch)
7. My family _____ me a lot. (support)
8. Sister Ulu _____ how much she loved her family. (realize)
9. Christ _____ for our sins. (atone)
10. Heavenly Father _____ us a lot. (bless)

C. Using Contractions with Irregular Verbs

Fill in the blank with the appropriate form of *have* and the past participle of the given verbs. Then, create a contraction. If you do not know the irregular past participle of the verb, look in Appendix 1 to find it. Check your answers.

Example: I _____ a missionary. (become)
→ I *have become* a missionary. (become)

1. He _____ (bring) three copies of the Book of Mormon.
2. It _____. (break)
3. They_____ (build) a new temple.
4. She _____ (catch) a cold.
5. They _____ a new place to live. (choose)
6. We _____ this car for a long time. (drive)
7. They _____ cut their hair since last month. (not, cut)
8. She_____ coffee since she learned about the Word of Wisdom. (not, drink)
9. They _____ their key yet. (not, find)
10. It _____ a lot. (not, grow)
11. You _____ me the Book of Mormon yet. (not, give)

D. Thinking about the Meaning of Present Perfect

Read the situations and complete the present perfect sentence. If you do not know the irregular past participle, look it up in Appendix 1. For some of the situations, you will need to create the whole sentence. Check your answers.

Example:

Past Tense	Present Tense	Present Perfect
Elder Lo lost his scriptures yesterday.	He is still looking for them.	Elder Lo _____his scriptures. → Elder Lo *has lost* his scriptures.

Past Tense	Present Tense	Present Perfect
Ellen became our investigator last week.	She is still our investigator.	1. Ellen _____ our investigator.
Sister Ting met Sister Lo at the MTC.	They still know each other.	2. Sister Ting and Sister Lo _____ each other for a long time.
Someone stole my bike.	I still don't have it.	3. Someone _____ my bike.
Elder Tonga was upset yesterday.	He is still upset.	4. Elder Tonga _____ upset since yesterday.
Elder Liu left his Preach My Gospel manual on the desk.	Elder Liu's Preach My Gospel manual is still on the desk.	5. Elder Liu _____ his *Preach My Gospel* manual on the deck.
One of our progressing investigators stopped drinking coffee last month.	Our investigator still does not drink coffee.	6. (not, drink) →
In the Old Testament, prophets taught people about God.	Today, prophets still teach people about God.	7. (teach) →
Jena started reading the Book of Mormon in the morning every day 10 years ago.	Jena still reads the Book of Mormon in the morning every day.	8. (read) →
Elder Fiaui felt tired this morning.	Elder Fiaui is still tired.	9. (feel) →
I bought this camera last year.	I still have the same camera.	10. (have) →
We didn't teach Elina about the Word of Wisdom.	We still need to teach her about the Word of Wisdom.	11. (not, teach) →
Elder Lee came to the mission field last year.	He is still in the mission field.	12. (be) →

E. *For* and *Since*

Complete the sentences with *for* or *since*. Remember the rule that we use *for* to talk about a period of time and *since* to indicate when something began. Check your answers.

Example: We have known each other _____ a long time.
→ We have known each other *for* a long time.

1. I have not gone home _____ 20 years.
2. We have been hungry _____ this morning.
3. We have taught him _____ two months.
4. She has studied English _____ her birthday.
5. Our investigator has not smoked _____ we met.
6. I have known the Bishop _____ many years.
7. Sister Li has been sick _____ two days.
8. We have owned our car _____ June.
9. He hasn't worked _____ yesterday morning.
10. Elder Lo has had a cold _____ Monday.

F. Ask Questions with *Ever*

Using the given words below, make questions with *ever* about things the person in parentheses has done. Remember to change the verb to the past participle. Be careful. Some of the verbs are irregular. Write your answers on a separate piece of paper. Check your answers.

Example: meet/ a living prophet (you) → Q: *Have you ever met a living prophet*?

1. read/ the Book of Mormon (Jack) Q:_____?
2. hear/ of Joseph Smith (you) Q:_____?
3. go/ on splits/ with other missionaries (Elder Green) Q:_____?
4. be/ to Navoo (Sister Tonga) Q:_____?
5. argue/ with your companion (you) Q;_____?
6. go/ to the Visitor's Center (you) Q:_____?
7. listen/ to any General Conference talks (your new investigator) Q:_____?
8. feel/ the spirit (Susan) Q:_____?
9. wonder/ why we're here (you) Q:_____?
10. complain/ about the mission rules (you) Q._____?

G. Negative Statements with *Never*

Using the given words and the subject from the previous activity, write negative statements with *never* on a separate piece of paper. Check your answers.

Example: meet/ a living prophet (you) → *You have never met a living prophet.*

H. Scripture Activity

Read 1 Nephi Chapter 9. Find all the sentences that contain the present perfect. Why is the present perfect used in these sentences? Explain the answer to your companion or write in your journal. Try to remember the grammar points you have learned and apply your knowledge when you explain. (Please note that the form of the auxiliary verb *have* is different in the scriptures. When the subject of a sentence is a third person singular, *hath* is used instead of *has*.)

I. Language Study Plan Activities

1. *Memorize Vocabulary and Phrases* (*Preach My Gospel*, page 129)

Create flashcards for irregular past participles, with the base form of the verb on one side and the past participle on the other. Set a goal to memorize 10-20 irregular verbs each day. Have your companion quiz you at the end of the day.

2. *Actively Listen* (*Preach My Gospel*, page 130)

Throughout the day, pay attention to what other people say and listen specifically for the present perfect tense. Try to write down five to seven present perfect sentences that you heard. At the end of the day, review the sentences you wrote down. Think about the situation when you heard each sentence and why the speaker used the present perfect tense.

J. Translate

On a separate piece of paper, translate the sentences below. Check your answers.

1. How long have you been a missionary?
2. We have been here for seven months.
3. She has lost her bike.
4. The bishop has given us two referrals.
5. Where have you been?
6. Sister Smith has been faithful in the church since her baptism.

Learn with Your Companion

K. Error Correction

The following sentences contain grammatical errors made by missionaries. Each sentence contains one error. Write down the corrected sentence or say it to your companion. Then, explain what was wrong in the sentence and why it was an error.

1. I have met him yesterday.
2. Brother James and the bishop have known each other since 20 years.
3. I have bought this dictionary in 2008.
4. Sister Lee has been in America for September.
5. I am so excited. We leave the MTC tomorrow. We are here for three months.
6. She has want to go.
7. He has speak to me.
8. I know God have blessed my life.
9. We have teach three families this week.
10. We have knew him for three months.

L. Role Play

Pretend that you are in ward council meeting. You have just finished talking about Carmen, one of your progressing investigators. Your ward mission leader has some questions about Carmen. Practice asking and answering the following questions with your companion. After you finish, try to think of other possible questions.

(Remember to answer all the questions in full sentences using the present perfect.)

1. How many times has Carmen come to church?
2. How long has she been your investigator?
3. How many lessons has Carmen had?
4. Have you invited her to get baptized?
5. How has she been with reading the Book of Mormon?
6. Have you introduced her to the Relief Society president?

M. Getting to Know Your Companion

Learn more about your companion. Write down and ask your companion ten questions in the present perfect to get to know him or her better. Be sure to ask your companion about things that you do not already know. Ask your companion to correct your questions and then practice. Switch and have your companion ask you ten questions to get to know you better.

Example: *Have you read all of the standard works before?*

N. Ask Questions with Ever

Read the following situations and write five questions using *ever* for each situation. When both your companion and you are done, compare each other's answers.

SITUATION 1

One of your new investigators is a 17-year-old boy. He has met the missionaries before, but the previous missionaries left no record of him. You want to ask questions so that you can find out how much he knows about the gospel.

Example: *Have you ever heard of the Word of Wisdom?*
Have you ever learned about the plan of salvation?

SITUATION 2

You and your companion just met a stranger on the street and you really want to know how much this person knows about the Church.

Example: *Have you ever heard of a prophet?*
Have you ever met missionaries like us?

O. Role Play

Take turns answering the questions you've written for activity *F*. In order to practice using the present perfect, answer the questions with both *Yes* and *No* in a full sentence.

Example: Missionary: *Have you ever heard of the Word of Wisdom?*
Investigator: → *Yes, I have heard of the Word of Wisdom.*
→ *No, I have never heard of the Word of Wisdom.*

Learn with a Native Speaker

P. Reviewing the Questions from the Previous Activity

Review the questions you wrote from activity *M* with a native speaker. Explain the purpose of the questions. Ask them to answer the questions and then suggest alternate or better ways to ask questions. Record the suggestions and discuss any subtle difference that may exist between the questions you wrote and those the native speaker suggested. Practices asking these new questions and consult with the native speaker to determine if your questions are really helping you to get at what you want to know. Revise your questions and continue to practice as necessary.

Learn with Your District

Q. Talking about Blessings

In district meeting, give each missionary an opportunity to use the present perfect to share what Heavenly Father, Jesus Christ, prophets, or church leaders have done for them.

Example: *Heavenly Father has blessed my family.*

R. *Preach My Gospel* Activity

Explain that the missionaries have three minutes to read the list of ideas about how to find people on page 167 of *Preach My Gospel*. When the time is up, put the missionaries in groups of four. First, have them ask questions with ever and find out if other missionaries have used any of the ideas listed.

Examples: *Have you ever looked for opportunities to offer simple service?*

Have you ever invited people to visit www.mormon.org?

Then, tell them to choose two of the ideas they have never used and set goals with their companions to use them the next day.

Phrasal Verbs / Two-Word Verbs

Examples from *Vocabulary and Phrases*

Adam and Eve were **cut off** from God's presence.	translation
Would you **write** your address **down** for us?	translation
We will **follow up** with you soon.	translation
They **reached out** to the new members.	translation

Notice the Grammar

Phrasal verbs are two-word verbs. A phrasal verb consists of a verb and a particle such as *on, off, up,* and *down*. The **phrasal verbs** are bolded and underlined in the following examples. Notice that the verb and particle are sometimes separated.

1. Please **get off** at the next station.
   Translate
2. Our investigator **gave** smoking **up** last month.
   Translate
3. We **helped out** the bishop.
   Translate
4. We **helped** the bishop **out**.
   Translate
5. They **dropped** us **off** at the chapel.
   Translate
6. We have **woken up** early every day this week.
   Translate
7. My companion **grew up** in Tonga.
   Translate

Let's Talk About It

The sentences above show that some phrasal verbs can be separated by a direct object. (To learn more about direct objects, read *Chapter 17 Direct and Indirect Objects*.) The sentences above show:

1. A phrasal verb in the present tense. *Get* is the verb and *off* is the particle.

2. *Gave* is the verb in the past tense, and *up* is the particle.

3-4. A phrasal verb that is separable. Sentence 3 shows the phrasal verb *helped out* used with the verb and particle next to each other. Sentence 4 shows the same phrasal verb when it is separated by a direct object, *the bishop*.

5. A separable phrasal verb that uses a pronoun as a direct object. When a pronoun is a direct object, it must come between the verb and the particle.

6. A phrasal verb in present perfect tense. *Woken* is the verb and *up* is the particle. This is an intransitive phrasal verb that does not take a direct object.

7. A phrasal verb in past tense. *Grew* is the verb and *up* is the particle. This is an intransitive phrasal verb that does not take a direct object.

Not all phrasal verbs can be separated. See Appendix 9 for a list of some common transitive separable phrasal verbs. Some phrasal verbs are intransitive and do not take direct objects. See Appendix 10 for a list of intransitive phrasal verbs and their meanings.

Learn the Meaning

Phrasal verbs are formed by combining a verb with a particle such as *on, off, up, over, out* and *down*. The result is a new meaning.

Verb	+	Particle	=	Phrasal Verb Sentence
looked		over		She **looked over** her notes before the meeting.

In the example above, *looked over* means *examined* or *studied*.

Particles and prepositions look the same. However, particles are part of the verb phrase and can often change the meaning of the verb. Notice the verb and preposition in the sentence in the following table. This sentence does not contain a phrasal verb and it has

quite a different meaning from the sentence in the previous table.

Verb	+	Preposition	=	
looked		over		She **looked over** her shoulder.

Compare the meaning of the verb + particle with the meaning of the verb + preposition in each of these example sentences.

	Verb + Particle (Phrasal Verbs)	Verb + Preposition
Examples:	He is **looking up** the meaning of the word now. *Translation*	He is **looking up** at the sky now. *translation*
	He **ran up** a lot of expenses. *Translation*	He **ran up** a hill. *translation*

Learn the Use

19b

Phrasal verbs are commonly used in everyday speech. Because they are more informal, they are not used as often in writing. Phrasal verbs frequently have similar meanings to one-word verbs. Notice the meaning of the phrasal verbs in the example sentences below. (See Appendix 9 and Appendix 10 for more phrasal verbs and their meanings.)

	Phrasal Verbs	Similar One-Word Verbs	
Examples:	We want to **talk over** this decision some more. *Translation*	discuss *translation*	
	The zone leaders asked us to **hand in** our report tomorrow. *Translation*	submit *translation*	
	They **stopped by** the apartment to **pick up** more pamphlets. *Translation*	visited (quickly) *translation*	get *translation*
	We **found out** about the transfers this morning. *Translation*	learned *translation*	

Actions

Learn the Form

19c

Separable Transitive Phrasal Verbs

Phrasal verbs can be transitive or intransitive. Transitive phrasal verbs have direct objects. (To review the difference between transitive and intransitive verbs, see *Chapter 17 Direct and Indirect Objects*.)

Subject	+	Verb	+	Particle	+	Direct Object (noun)	=	Phrasal Verb
He		put		on		his nametag.		He **put on** his nametag.

Most transitive verbs are separable. A separable phrasal verb can be used in two ways. The first way is shown in the previous table. The verb and the particle are next to each other. The second way is shown in the next table. Notice that the direct object is inserted between the verb and the particle.

Subject	+	Verb	+	Direct Object (noun/pronoun)	+	Particle	=	Separated Phrasal Verb
He		put		his nametag		on.		He **put** his nametag **on**.

	Unseparated	Separated
Examples:	The Roberts family **used up** their food storage. *Translation*	The Roberts family **used** their food storage **up**. *translation*
	I **wrote down** notes during General Conference. *Translation*	I **wrote** notes **down** during General Conference. *translation*
	Jane **put off** her baptism until next month. *Translation*	Jane **put** her baptism **off** until next month. *translation*
	I'll **look up** that word in the dictionary. *Translation*	I'll **look** that word **up** in the dictionary. *translation*

Note: See Appendix 9 for more separable phrasal verbs and their meanings.

Pronouns as Direct Objects

When the direct object is a pronoun (*me, you, him, her, it, us, them*), it must come between the verb and the particle. In the following examples, the **phrasal verbs** are in bold and the direct objects are underlined. Notice how the bolded **phrasal verbs** in these examples can be separated.

Examples:	Phrasal Verbs		Pronouns as the Direct Object
	We **rinsed off** the dishes. *Translation*	We **rinsed** the dishes **off**. *Translation*	We **rinsed** them **off**. *Translation* INCORRECT: We rinsed off them.
	Put on your jacket. *Translation*	**Put** your jacket **on**. *Translation*	**Put** it **on**. *Translation* INCORRECT: Put on it.
	Please **clean up** the apartment. *Translation*	Please **clean** the apartment **up.** *Translation*	Please **clean** it **up**. *Translation* INCORRECT: Please clean up it.
	Please **call back** Sister Burnet. *Translation*	Please **call** Sister Burnet **back.** *Translation*	Please **call** her **back**. *Translation* INCORRECT: Please call back her.

Intransitive Phrasal Verbs

Some phrasal verbs are intransitive. Intransitive phrasal verbs do not take an object and are not separable.

Subject	+	Verb	+	Particle	=	Phrasal Verb
They		got		back		**They got back** at 9:30 p.m.

Examples:	Phrasal Verbs in Sentences	Meanings of Underlined Phrasal Verbs
	People **dress up** for church. *Translation*	wear special clothes *Translation*
	They **followed through** with all their commitments. *Translation*	completed *Translation*
	We always **get up** at 6 a.m. *Translation*	rise from bed *Translation*
	They **ran out** of time. *Translation*	did not have enough *Translation*

Activities (See answers on page 180.)

Learn on Your Own

A. Recognizing Phrasal Verbs

Each sentence below contains a phrasal verb. Do the following for each example sentence below:

1. Underline the verb and particle in each sentence.
2. Circle the direct object in each sentence.
3. Put a box around the matching meaning from the right column.

Example: I think our visit cheered John up.	invite	clarify	make happy	educate
1. I need to laugh off mean comments.	disregard	distribute	invite	invent
2. We need to find out his name.	visit	educate	discover	mark
3. They need time to think this problem over.	discover	reject	solve	consider
4. We need to try that bicycle out before we buy it.	agree	use to test	discuss	guess

5. The Elders wrote their report up before ward council.	distribute	discard	submit	write
6. Please put back the hymn book when you are finished with it.	return	cover	assemble	invent
7. Hang up the phone when you are finished.	review	quit	end a call	meet
8. We should help out the ward mission leader this week.	select	meet	visit	assist

B. Inserting Pronouns

Rewrite each sentence from activity *A* so that the direct object is a pronoun. Remember that the pronoun always goes between the verb and the particle.

Example: I think our visit cheered John up. → *I think our visit cheered him up.*

C. Complete the Sentence

On a separate piece of paper, complete the sentences using the phrasal verbs from the box. The verbs in the parentheses tell you the meaning of the phrasal verb you should choose. Be sure to use the correct verb tense in each sentence. Check your answers.

turn up	talk over	~~go over~~	figure out	draw up	pick out
run off	pass out	set up	make up	call up	find out

Example: The Lakeside 4th Ward is _____ plans for a missionary fireside. (reviewing)

→ The Lakeside 4th Ward is *going over* plans for a missionary fireside. (reviewing)

1. The Relief Society are going to _____ a program. (write in a finished form)
2. We will _____ the plan in the next ward council meeting. (discuss)
3. Brother Jones is a graphic designer and he will _____ a flier. (design)
4. Sister Tan will _____ all the fliers at work. (print)
5. The ward members will _____ fliers to their friends. (distribute)
6. The young men will _____ the tables and chairs for the fireside. (prepare for use)
7. Sister Asato has already _____ some good songs for the fireside. (choose)
8. Brother Lim will _____ our committee members to check on their assignments. (make a call)
9. We hope that many people will _____to the fireside. (come)
10. We have a few more details to _____, but we are almost ready. (clarify)
11. We will _____ if the Mission President can come to the meeting. (discover)

D. Separating Phrasal Verbs

In activity *C*, numbers 1-8 are separable phrasal verbs. On a separate piece of paper, rewrite the sentences so that the phrasal verb is separated by a direct object. Check your answers.

Example: 1.The Relief Society are going to make up a program. → *The Relief Society are going to make a program up.*

E. Using Pronouns with Separable Phrasal Verbs

In activity *D*, you wrote 8 sentences that were separated by a **direct object**. Rewrite the sentences so that the phrasal verb is separated by a pronoun. Check your answers.

Example: 1.The Relief Society are going to make **a program** up. → *The Relief Society are going to make it up.*

F. Error Correction

Each sentence below has one error. Write down on a separate sheet of paper or say the correct answer to your companion. Check your answers.

1. Where's my coat? It's raining. I need to put on it right now.
2. We had a lesson scheduled for today, but our investigators put off.
3. Thank you for the $5. I will payback you soon.
4. Did they hand the report?
5. I need your address. Please write down it.
6. Tell them to clean the apartment tomorrow up.
7. We need to out pass all these cards today.
8. Please look up at this scripture. (Meaning: Please *find* this scripture.)

G. Phrasal Verbs in Scriptures

Look up each of these scriptures to find the phrasal verbs and notice how they are used. Also, notice the meaning of the phrasal verb in each verse. Look for other phrasal verbs in your scripture study this week.

2 Nephi 10:23	cheer up	3 Nephi 1:13	lift up	JST, Mark 9:42	cut off
2 Nephi 9:45	shake off	4 Nephi 1:26	build up	Luke 8:13	fall away
Alma 34:37	work out	1 Samuel 3:5	lie down/ lay down	Acts 15:16	set up
Alma 36:19	harrow up	Matthew 24:35	pass away	D&C 100:16	raise up
3 Nephi 13:20	lay up	JST Mark 8:37	lay down	D&C 27:4	build up

H. Phrasal Verbs Quotes

Guess which phrasal verb belongs in each conference talk. Each phrasal verb is used twice. Check your answers.

work out	build up	reach out	lift up	laid down

1. "I will _____ my voice and testify of them." *Joseph Smith, 1839*
2. "Let us now seek with greater diligence to _____ the kingdom of heaven." *Brigham Young, 1857*
3. "We can not _____ our salvation alone." *Gordon B. Hinckley, 1998*
4. "Joseph Smith and Hyrum Smith also _____ their lives for the gospel of Jesus Christ." *James E. Faust, 2006*
5. "Love makes us instinctively _____ to God and other people." *Jeffrey R. Holland, 2010*
6. "They should understand the commandments and seek inspiration to _____ most problems for themselves." *Dallin H. Oaks, 2010*
7. "He called them His friends and _____ His life for them." *Robert D. Hales, 2012*
8. "It is our job to _____, repair, strengthen, uplift, and make whole." *Dieter F. Uchtdorf, 2013*
9. "_____ to those living in adverse circumstances." *Richard G. Scott, 2013*
10. "We are under covenant both to _____ those in need and to be witnesses of the Savior..." *Henry B Eyring, 2013*

I. Memorizing Phrasal Verbs

Turn to Appendix 9 and Appendix 10. Read through all the phrasal verbs and their example sentences. Check off any phrasal verbs you already know well. Choose 5–10 phrasal verbs that you would like to learn. Study them and plan to use them in your speech in the next week.

Learn with Your Companion

J. Using Phrasal Verbs

With your companion, take turns making sentences using phrasal verbs from this list. Use Appendix 9 and Appendix 10 if you need help understanding the meaning of any phrasal verbs on this list.

call up	figure out	look over	pick out	speed up	turn on
cheer up	give up	look up	pick up	stand up	write down
clean up	grow up	make up	put away	take back	wake up
drop off	hand out	pass out	rise up	talk over	wear off

Learn with a Native Speaker

K. Talk

Talk to a native speaker about some of the phrasal verbs you have been studying. Ask a native speaker to use some of the phrasal verbs you have been studying in a sentence. Phrasal verbs can have many different meanings and uses. Was the meaning of the phrasal verb you studied the same as the meaning of the phrasal verb used in the sentence by the native? Try to notice the way native speakers around you use phrasal verbs.

Review: Actions and Events

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Expressing Actions and Events

- Present Progressive — Chapter 16
- Direct and Indirect Objects — Chapter 17
- Future Tense — Chapter 18
- Present Perfect — Chapter 19
- Phrasal Verbs — Chapter 20

Activities (See answers on page 181.)

A. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. Sister Ting has been sick since a week.
2. Heavenly Father love us.
3. The missionaries in our ward are baptize many people.
4. The missionaries gave a copy of the Book of Mormon Jane.
5. Sister Tonga will gets transferred to a new area.
6. Elder Williams has lose his key.
7. We promises to keep God's commandment at our baptism.
8. I am put on white clothes for my baptism.
9. Elder Tuitupo has been in this area for Monday.
10. My companion cooked dinner to me.
11. Jane have received the gift of the Holy Ghost.
12. My companion speaking at the sacrament meeting now.
13. We will pick up them for church on Sunday.
14. That Savior has laid His life for us down.

B. *Preach My Gospel* Activity

Do the second activity under the second bullet point in the orange box on the top page of 133 in *Preach My Gospel.* With your companion, create at least ten sentences in English to talk about the cultural and religious background of your investigators.

> Example: *Emily's family is from Vietnam and many Vietnamese people are Buddhist. Even though Emily said that she was a Buddhist, she never believed in Buddhism. She has lived in the United States for 10 years. She has never learned about Jesus Christ.*

C. Translation

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the *Answers* section will refer you to the principle you should study.

(Translate into other languages)

1. God will confirm the truth to us through the Holy Ghost.
2. Jack has been a strong church member since 2002.
3. Will you repent of your sins?
4. God knows you by your name.
5. Elder Ting is reading the Book of Mormon now.
6. The Lord will give you an answer.

7. God sends us a prophet to reveal his truths.
8. We are talking to people about prophets.
9. God gave us commandments to help us to become like him.
10. Will you invite your friends to the activity on Friday?
11. The missionaries gave him a copy of the Book of Mormon.
12. Have you ever received an answer to prayer?
13. I have never read the Book of Mormon.

D. Translation Activity
Choose a paragraph from *Preach My Gospel* that you can apply during an upcoming scheduled activity. For example, look at the first paragraph under ‘‘Agency and the Fall of Adam and Eve’’ on page 49, the fourth bullet point under ‘‘Prepare to Teach’’ at the very top of page 72, or the first paragraph under ‘‘How to Donate Tithes and Offerings’’ on page 80. Translate the paragraph into English, paying special attention to how actions are described in it. Then compare your translation to the same paragraph in the English version of *Preach My Gospel*. How did you do? Pay special attention to your use of the simple present tense, future tense, present perfect, direct and indirect objects, and present progressive. Take note of things you may have translated incorrectly. Did you ever translate something directly that could have been expressed better using a different structure? Choose one or two phrases from the paragraph to memorize and make a goal to use each phrase at least three times today.

E. Companion Activity
Pick a chapter from this review that you have the most difficulty with.

- Simple Present Tense
- Present Progressive
- Direct and Indirect Objects
- Future Tense
- Present Perfect
- Phrasal Verbs

Choose a principle or lesson that you will be teaching soon. Think of situations where you could use the grammar point you have difficulty with while teaching the principle or lesson. For example, you would use the future tense to extend commitments or promise blessings. You could use present perfect tense to tell how the Lord has blessed you. Practice using this grammar point while teaching the principle or lesson. Then, practice with your companion and set goals to share the principle or lesson with your investigators.

F. Companion Activity
Have your companion play the role of a new investigator. Using the present perfect tense, practice telling your companion how you have been blessed by following the gospel. Then, promise blessings using simple present and future tense. Get feedback on your use of tenses.

G. Companion Speaking Practice with Phrasal Verbs
Use the words below to form a sentence using a phrasal verb. Say it out loud and have your companion check your sentence in the answer section. Try to say the sentences marked with an asterisk (*) two different ways. First, say the phrasal verb with the verb and particle together. Then try separating the phrasal verb.

Example: *Please/ put away/ hymn books/ after/ meeting

→ *Please put away the hymn books after the meeting.*

→ *Please put the hymn books away after the meeting.*

1. Wright family/ ask over/ us/ dinner/ tomorrow
2. *We/ need/ find out/ bishop’s phone number
3. They/ eat out/ last night
4. *I/ drop off/ report/ tomorrow morning
5. *My companion/ set aside/ more study time/ next week
6. Our ward/ get together/ last night/ party
7. *I/ try out/ my new bike/ tomorrow
8. *Please/ write down/ your name
9. *Jill/ give up/ smoking/ last month

10. *I/ bring up/ my children/ gospel

Note: You may choose to write out the sentences first if you find this activity difficult.

H. Writing Activity

Create a lesson plan for teaching about obedience. Write several paragraphs that use the following:

- Present tense to teach the general principles of obedience
- Present progressive to tell about what commandments your investigators are obeying
- Future tense to promise an investigator blessings for obeying
- Present perfect tense to talk about the blessings you have received from obeying

Have your companion or a native speaker check what you wrote.

Narrating Experiences and Telling Stories

Purpose

This function will help you talk about what happened in the past and explain stories in sequence; for example, what happened to Joseph Smith when he prayed, or what you did to find out the Book of Mormon was true. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- Moroni **repeated** his message to Joseph Smith. (Simple Past – Affirmative Statement)
- Jesus Christ **did not eliminate** our personal responsibility. (Simple Past – Negative Statement)
- Did you **pray** about the prophet Joseph Smith? (Simple Past – Yes/No Question)
- **How did** you **feel** as you prayed? (Simple Past – Information Question)
- Zone leaders **were conducting** the zone meeting at 1 o'clock. (Past Progressive – Affirmative Statement)
- The missionaries **were not visiting** less active members at 7:30. (Past Progressive – Negative Statement)
- **Was** Elder Lee **studying** the scriptures this morning? (Past Progressive – Yes/No Question)
- **When were** you **teaching** the Smiths? (Past Progressive – Information Question)
- **While** Adam and Eve were in the Garden, God gave them commandments. (Adverbial Time Clauses)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

The Savior's Earthly Ministry	What did Christ do while on the earth? *Translation*
The Great Apostasy	What happened during the apostasy? What caused it to happen? *Translation*
The Restoration of the Gospel of Jesus Christ	How was Joseph Smith called as a prophet? *Translation*
The Book of Mormon	How did we come to have the Book of Mormon? *Translation*
The Pre-Earth Life	What happened before we came to earth? *Translation*
Agency and the Fall	How did the Fall take place? What happened as a result of the Fall? *Translation*
The Spirit World	What happens to us after we die? *Translation*

Tasks from Missionary Vocabulary and Phrase Book

Follow Up on Commitments	What happened when they prayed? What was their experience like when they prayed? *Translation*
Get to Know Someone	Where, when, and how did they first learn about the gospel? *Translation*
Share an Experience	What has happened in your life to help you know the truth? How did you obtain your testimony? When and why did you decide to come on a mission? *Translation*
Use the Scriptures	What is the background of this scripture? *Translation*
The Savior's Earthly Ministry and Atonement	What did Christ do when He was on the earth? Who is the Atonement for? *Translation*
The Restoration of the Gospel of Jesus Christ through Joseph Smith	What happened during the First Vision? What happened to Joseph Smith after the First Vision? *Translation*

Simple Past Tense

Examples from *Vocabulary and Phrases*

God **revealed** to Adam our relationship to deity.	translation
Joseph Smith **lived** at a time of great religious excitement.	translation
Jesus Christ **prophesied** about this apostasy in a parable.	translation
Through Joseph Smith, God **restored** His Gospel.	translation

Notice the Grammar

The following sentences describe past events or actions. Read them and pay attention to the **verbs** that are underlined and bolded in each sentence.

1. Joseph Smith **translated** the Book of Mormon by the power of God.
   Translate
2. Adam and Eve **chose** to eat the forbidden fruit.
   Translate
3. Jesus Christ **did not eliminate** our personal responsibility.
   Translate
4. **Did** you **pray** about the prophet Joseph Smith?
   Translate
5. What **did** you **enjoy** about our church meetings?
   Translate

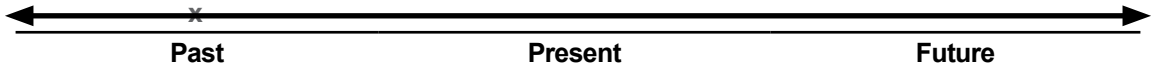
Let's Talk About It

In the above sentences four different structures of simple past are shown. Each explanation below refers to the numbered sentence above and shows:

1. An affirmative statement with a regular verb, a verb that has the regular past form
2. An affirmative statement with an irregular verb, a verb that has the irregular past form
3. A negative sentence with the auxiliary verb *did* and the negative word *not*
4. A *Yes/No* question with the auxiliary verb *did*
5. An information question with the Wh-word *what* and the auxiliary verb *did*

Learn the Meaning

Repeated or Usual Actions



The simple past is used when talking about a completed action, event, or state at particular time in the past. In other words, we use the simple past in order to talk about an action that started sometime in the past and finished in the past.

Learn the Form

Regular Verbs

For regular verbs, add *-ed* or *-d* to the end of the base form of the verb.

Regular Verb (base form)	+	*-ed* or *-d*	=	Past Tense
translate		*d*	=	**translate<u>d</u>**
ask		*ed*		**ask<u>ed</u>**

Look at the following set of regular verbs.

Examples:	**Verb** (base form)	**Past Tense**	
	appear *translation*	appear**ed** *translation*	God and Jesus Christ **appeared** to Joseph Smith. *Translation*
	call *translation*	call**ed** *translation*	Jesus Christ **called** apostles. *Translation*
	restore *translation*	restore**d** *translation*	God **restored** the gospel through Joseph Smith. *Translation*
	accept *translation*	accept**ed** *translation*	We **accepted** the plan of salvation before coming to this world. *Translation*

Irregular Verbs

Irregular verbs have no set patterns. Look at the following set of irregular verbs.

Examples:	**Verb** (base form)		**Past Tense**	
	become *translation*	→	**became** *translation*	As a result, Adam and Eve **became** mortal. *Translation*
	build *translation*	→	**built** *translation*	Noah **built** the ark. *Translation*
	choose *translation*	→	**chose** *translation*	Heavenly Father **chose** Jesus Christ to be our Savior and Redeemer. *Translation*
	fall *translation*	→	**fell** *translation*	People **fell** into apostasy. *Translation*

Note: Many of the frequently used verbs in English are irregular. The only way to learn them is to simply memorize them. Set some time aside every day to memorize irregular verbs. You can find a list of irregular verbs in Appendix 1.

Negative Statements in the Simple Past

Negative statements use the auxiliary verb *did* and the negative word *not*. *Do* is an irregular verb, and its past tense form is *did*. (You can find the verb *do* in the list of irregular verbs in Appendix 1.) Therefore, we know that all of the example sentences below are past tense because the verb *did* is past tense.

Did	+	*Not*	+	Verb (base form)	=	Negative Form
Did		not		eliminate	=	Jesus Christ **did not eliminate** our personal responsibility.

Often times, English speakers combine the auxiliary verb *did* and the negative word *not*. Look at the chart below.

	Subject	**Did**	**Not**	**Verb** (base form)	**Contractions**
1st Person	I	**did**	**not**	**work.**	I didn't work.
2nd Person	You				You didn't work.
3rd Person	She				She didn't work.
	He				He didn't work.
	It				It didn't work.
Plural	They				We didn't work.
	We				You didn't work.

Yes/No Questions

In order to make a *Yes/No* question, use the auxiliary verb *did*.

Did	+	Subject	+	Verb (base form)	=	*Yes/No* Question

Did	you	pray	=	**Did you pray?**

	Did	**Subject**	**Verb** (base form)		**Responses**	
1st Person		I	answer	your question?	Yes, you did.	No, you didn't.
2nd Person		you	call	the mission president?	Yes, I did.	No, I didn't.
3rd Person	**Did**	she	come	to church yesterday?	Yes, she did.	No, she didn't.
		he	pray	about the message?	Yes, he did.	No, he didn't.
		it	help	?	Yes, it did.	No, it didn't.
Plural		they	go	to the temple?	Yes, they did.	No, they didn't.
		we	contact	this referral?	Yes, we did.	No, we didn't.

Note: Remember to use the correct form of *do/does* with the subject. A common error is to use *do* rather than *does* with *he/she/it* subjects.

Information Questions

Information questions start with a question word, which is often called a Wh-word. There are two types of information questions: object questions and subject questions.

Object Questions Vs. Subject Questions

Read the sentence below. Notice that the subject of the sentence is *Mark* and the object is *Ken*.

Mark (subject) + **Baptized** + **Ken.** (object)

The following questions are about the sentence above. Notice how the object question uses the word *did* while the subject question does not.

Object	+	*Did*	+	Subject	+	Verb (base form)	=	Wh-Object Question
Who		**did**		Mark		baptize?	=	**Who did Mark baptize**?

Subject	+	Verb (past tense)	+	Object	=	Wh-Subject Question
Who		baptized		Ken	=	**Who baptized Ken**?

Look at the example sentences below to compare the structures of the two types of questions and answers. The objects are underlined. The subjects are **bolded**.

Examples:	**Object Questions**	**Responses**
	Who did **Mark** Baptize? *Translation*	**He** baptized Ken. *Translation*
	What did **Joseph Smith** translate? *Translation*	**He** translated the Book of Mormon. *Translation*
	Subject Questions	**Responses**
	Who baptized Ken? *Translation*	**Mark** baptized him. *Translation*
	Who translated the Book of Mormon? *Translation*	**Joseph Smith** translated it. *Translation*

Object Questions in the Simple Past

An object question asks about the object of the sentence. (To review objects, see *Chapter 17 Direct and Indirect Objects.*)

Wh-Word	+	*Did*	+	Subject	+	Verb (base form)	=	Wh- Question

What	did	you	enjoy?	=	**What did you enjoy** about our church meetings?

The objects are underlined in each question and response.

Examples:	**Question**	**Response**
	Who did he see? *Translation*	He saw the missionaries. *Translation*
	Where did they meet their investigators? *Translation*	They met them on the street. *Translation*
	What did you eat for lunch? *Translation*	I ate a sandwich. *Translation*
	How did she feel as she prayed?* *Translation*	She felt good. *Translation*
	Why did they go there?* *Translation*	Because they wanted to visit their investigators. *Translation*

***Note:** The response to a *how* and *why* question does not use a direct object. No object has been underlined in the *how* and *why* questions above.

Subject Questions in the Simple Past

A subject question asks about the subject of the sentence. When you form a subject question, replace the subject with the appropriate Wh-word. Notice how the subject question does not use the word *did* because the Wh-word is the subject of the sentence.

Wh-Word	+	Main Verb (past tense)	=	Wh-Subject Question
Who		ate	=	**Who ate** the forbidden fruit?

Examples:	**Question**	**Response**
	Who came to church? *Translation*	Sarah came to church. *Translation*
	What kept you from praying? *Translation*	My busy schedule kept me from praying. *Translation*
	Who baptized Steven? *Translation*	Elder Smith baptized him. *Translation*

Learn the Use

One use for simple past tense is to narrate a series of events that happened in the past.

Examples:

Joseph Smith **didn't** know which church to join. One day he **read** James 1:5 in the Bible. He **decided** to ask God. Joseph **went** into the woods near his house. He **knelt** down and **prayed**. Heavenly Father and Jesus Christ **came** to Joseph in a pillar of light.

Our wonderful church members **gave** us five referrals two days ago. We **were** very happy. We **contacted** them immediately and we **made** appointments with all of them.

Sister Smith **felt** sick yesterday morning. She **called** us and **canceled** our appointment. We **visited** another less active member instead.

Last Sunday **was** special. One of our investigators finally **got** baptized. Right after her baptism, she **shared** her testimony. We **felt** the spirit so strongly.

Yesterday **was** our preparation day. My companion and I **went** grocery shopping in the morning. In the afternoon, we **wrote** a letter to our family and **cleaned** our apartment.

The last speaker **did not** come to church yesterday. The first counselor in the bishopric suddenly **asked** us to give a talk at the sacrament meeting. I **was** very nervous.

Did you read the Book of Mormon yesterday?
Yes, I **did**.
Wonderful! How **did** you feel after reading?

Note: To better understand the difference in meaning between the simple past and the past progressive, see *Chapter 22 Past Progressive.* To better understand the difference in meaning between the simple past and the present perfect, see *Chapter 19 Present Perfect Tense.*

Activities (See answers on page 181.)

Learn on Your Own

A. Regular and Irregular Past Tense Forms

Draw columns like the ones below on a separate piece of paper. Read the additional example sentences again in *Learn the Use*. Then, decide whether each verb is regular or irregular and write the verbs in the correct column. Check your answers.

	Regular Verbs	Irregular Verbs
Example:	*contacted*	*gave*

B. Regular Past Tense Forms

On a separate piece of paper, write down the simple past tense form for the following regular verbs. Check your answers.

Example: call → *called*

1. appear	6. ask	11. depend	16. follow	21. move
2. achieve	7. change	12. enter	17. help	22. need
3. agree	8. clean	13. exist	18. influence	23. open
4. allow	9. close	14. explain	19. live	24. remember
5. answer	10. confess	15. express	20. like	25. serve

C. Regular Verbs in Past Tense

Change the verb in each sentence from simple present to the simple past tense. Write your answers on a separate sheet of paper. Then, check your answers.

Example: John attends church with us.

→ John *attended* church with us.

1. The zone leaders call the missionaries in their district.
2. My companion shares her lunch with me.
3. Heavenly Father loves us so much.
4. The mission president talks about using our time wisely.
5. Our ward mission leader invites us over for lunch.
6. Someone wants to talk to you.
7. God answers our prayers.
8. Elder Liu prays with a sincere heart.
9. The Lord reveals the gospel of Jesus Christ to prophets.
10. We organize missionary firesides.

D. Irregular Verbs in Past Tense

Change the verb in each sentence from simple present to the simple past tense. Write your answers on a separate sheet of paper. Then, check your answers.

Example: Sister Lole and Sister Lee ~~teach~~ the Lua family.

→ Sister Lole and Sister Lee *taught* the Lua family.

1. Sister Lole eats her lunch at noon.
2. We go to church.

3. The recent converts grow in faith.
4. Many of our investigators come to church.
5. The gospel of Jesus Christ gives people hope.
6. Our investigators hear about the message of the Restoration.
7. My companion and I set daily goals.
8. Every missionary feels a sincere desire for happiness of other people.
9. Brother Smith brings some friends to the fireside.
10. We find eternal happiness in the gospel.

E. Changing Verbs to Past Tense Forms

The following paragraph describes Lehi's dream in 1 Nephi Chapter 8. Change the verbs in parentheses into the past tense. Be careful. Some verbs are irregular. Check your answers.

Example: Lehi _____ (tell) his family about his dream.
→ Lehi ___*told*___ (tell) his family about his dre

Lehi _____ (see) a man in a white robe in his dream. The man _____ (tell) Lehi to follow him. Lehi _____ (pray) for help in the darkness. Then he _____ (see) a tree with white fruits. When Lehi _____ (eat) the fruit, he _____ (feel) happy. He _____ (want) his family to eat it, too. He _____ (call) his family to come. Sariah, Sam, and Nephi _____ (come) and _____ (taste) the fruit. However, Laman and Lemuel _____ (not, come). Some people _____ (hold) the iron rod and _____ (travel) through the darkness to the tree. Some people _____ (not, make) it through the darkness. They _____ (not, go) to the tree. Instead, these people _____ (go) to a spacious building. They _____ (make) fun of those who _____ (eat) the fruit. Because of them, some people _____ (feel) ashamed and _____ (leave) the tree.

F. Affirmative and Negative

On a separate sheet of paper, change the following affirmative statements to negative statements and negative statements to affirmative statements. Then, check your answers.

Example: a. I finished the Book of Mormon. → *I did not finish the Book of Mormon.*
b. I did not eat breakfast. → *I ate breakfast.*

1. My companion and I went tracting yesterday.
2. The bishop gave a talk in sacrament meeting this morning.
3. We did not find many people to teach last week.
4. Elder Mapu didn't cook dinner last night.
5. It didn't rain a lot last month.
6. Brother Silva served his mission in California.
7. Many of our investigators progressed a lot.
8. John did not read the Book of Mormon every day.
9. Sister Logo fellowshipped our investigators.
10. Sister Ting and Sister Liu sang at the fireside.

G. Making *Yes/No* Questions with Regular Verbs

On a separate sheet of paper, change the following statements to *Yes/No* questions. Check your answers.

Example: Elder Lee called his parents on Mother's Day.
→ *Did Elder Lee call his parents on Mother's Day?*

1. God prepared a plan.

2. Sister missionaries contacted their investigators every day.
3. Elders asked everyone for referrals.
4. God established families.
5. People rejected the word of God.
6. God called prophets.
7. Jesus Christ visited the Americas.
8. Joseph Smith translated the Book of Mormon.
9. God created the earth for us.
10. It snowed a lot last night.

H. Making *Yes/No* Questions with Irregular Verbs

On a separate sheet of paper, change the following statements to *Yes/No* questions. Check your answers.

Example: They rode their bikes to Church.

→ *Did they ride their bikes to Church?*

1. Jesus Christ overcame spiritual death.
2. We set a time for our next visit.
3. Missionaries sat with their investigators at the sacrament meeting.
4. The Lord forgave Alma the Younger.
5. The Tonga family kept the Sabbath day holy.
6. The Book of Mormon drew our investigators closer to God.
7. My companion and I built strong relationship with members.
8. The Gallagher family made the decision to join the Church.
9. Elder Lim and Elder Smith ran on their preparation day.
10. Jena spent two hours reading the Book of Mormon.
11. They rode their bikes to Church

I. Common Errors

The following sentences are supposed to describe past events. Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section.

1. Yesterday, I go to the store.
2. Before I join the church, I don't know how to pray.
3. I teach many investigators yesterday.
4. I ask for help many times, but he didn't answer.
5. We explain the gospel to him, but he didn't get it.
6. I pray to God yesterday.
7. Brother Jones ordains John to the priesthood last week.

Learn with Your Companion

J. Describing Lehi's Dream Using the Past Tense

Describe Lehi's entire dream in your own words to your companion using the following verbs. Read 1 Nephi chapter 8 before doing this activity. Below are all the verbs you used in activity *E* above. Try to remember the past tense form of these verbs and use them when you tell the story.

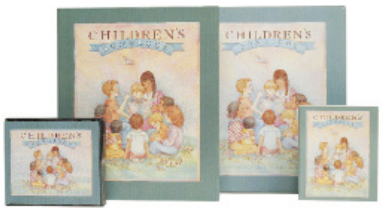
see	tell	pray	eat	feel
want	call	come	taste	
hold	travel	go	make	leave

K. Learning through Church Songs

Some people learn more effectively through singing songs. The following songs in the *Children's Songbook* contain mainly simple past sentences. Try to sing them with your companion and review the simple past.

a. He Died That We Might Live Again (#65)

b. Popcorn Popping (# 242)



The following song contains both the simple present and simple past. Read the lyrics carefully and explain why some of the sentences are in the simple present while some of them are in the simple past.

c. Follow the Prophet (#110)

Learn with a Native Speaker

L. Pronunciation of Regular Past Tense

Ask a native speaker to say each of the words below. Notice that there are three different pronunciations of past tense endings. Then practice saying the words and have the native speaker. Correct your pronunciation.

Sounds like the letter ***d***	Sounds like the letter ***t***	Sounds like the letters ***ed***
learned	blessed	celebrated
planned	asked	corrected
challenged	developed	prayed
baptized	placed	protected
crucified	discussed	needed
recognized	stepped	corrupted
atoned	helped	distorted
strengthened	practiced	invited
turned	blessed	provided
listened	talked	guided
prepared	thanked	collected
tried	promised	anointed
loved	mopped	presided
moved	introduced	vomited
received	hoped	tested

Recreate the table below on a separate piece of paper. Ask the native speaker to say each of the words above in a random order. While you listen, put the word in the appropriate column below.

Sounds like the letter ***d***	Sounds like the letter ***t***	Sounds like the letters ***ed***
pray<u>ed</u>	*touch<u>ed</u>*	*conduct<u>ed</u>*

M. Talk about the Past Events

Tell a native speaker the things you and your companion did yesterday or last week. Name at least six activities. Ask the native speaker for feedback, such as whether or not it was easy to understand, and your pronunciation of the past tense of verbs. Retell the story applying their feedback.

Example: My companion and I visited Brother Manutai yesterday.
I finished the New Testament last Monday.

Learn with Your District

N. Your Conversion to the Church

Whether you are a convert to the Church or not, share your conversion story with your district using the simple past. After you finish, talk about how your life is different now and what you know to be true using the simple present. When you talk about your conversion, use the simple past tense. When you talk about now, such as what you know is true now or how your life is different, use the simple present tense. (See *Chapter 7 Simple Present Tense* to review.)

Example:

My Conversion	Now
I got baptized when I was 17 years old. I didn't know about God at all. From time to time, I felt empty and lonely. A friend of mine introduced me to the missionaries. I read the Book of Mormon with them. I felt the Spirit.	Now I know God is our loving Heavenly Father. I know Jesus Christ lives. I am not lonely anymore.

Past Progressive

Examples from *Vocabulary and Phrases*

What **were** they **doing**?	translation
They **were reading** Preach My Gospel.	translation
We **were looking** for the bishop.	translation
I **was studying** the Book of Mormon.	translation

Notice the Grammar

Read the following sentences and look at the underlined and bolded **verb** forms. Notice that the past progressive takes this form:

BE verb (*was, were*) **+ verb –ing**

1. Zone leaders **were conducting** the zone meeting at 1 o'clock.
   Translate
2. Elder Lee **was** not **eating** breakfast at 6:30.
   Translate
3. **Were** you **studying** the scriptures this morning?
   Translate
4. What **was** he **doing** last night?
   Translate

Let's Talk About It

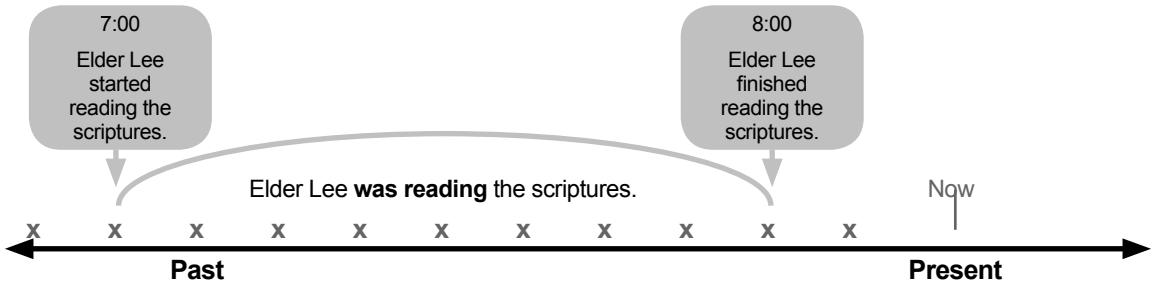
The past progressive is used when talking about an event that was in progress at a certain time in the past. In the above sentences, four different structures of past progressive are shown. Each explanation below refers to the numbered sentence above and shows:

1. An affirmative statement that describes an activity that was occurring at a certain time in the past (1 o'clock)
2. A negative sentence with the word *not* that describes an action that was in progress at a specific time in the past (6:30)
3. A *Yes/No* question that asks if an action was in progress at a certain time in the past (this morning)
4. A Wh-question with the Wh-word *what* that asks what someone was in the middle of doing last night

Learn the Meaning

Talking about Something Happening at the Moment

The past progressive is used to talk about an ongoing action that continued for a limited time period in the past. Look at the chart below.



The above example sentence in past progressive describes what Elder Lee was doing at a certain time in the past; Elder Lee was reading the scriptures at any time between 7 o'clock and 8 o'clock. Time phrases such as *last night*, *at 12 o'clock*, and *at midnight* are often used together to indicate that the speaker is talking about an action that was happening at a specific time in the past. The following example sentences may describe what you were doing between 8 o'clock and 9 o'clock yesterday morning:

Examples:

Yesterday morning, you **were reading** *Preach My Gospel*.
Translation

Yesterday morning, you **were studying** the scriptures.
Translation

Learn the Use

21b

One way to better understand the past progressive is to compare it with the simple past.

Simple Past

Use simple past to narrate a series of completed events that happened in the past. To learn more about this use of simple past with example sentences, see *Chapter 21 Simple Past Tense*.

Examples:

Our wonderful church members **gave** us five referrals. *Translation*
We **were** very happy. *Translation*
We **contacted** them immediately. *Translation*
We **made** appointments with all of them. *Translation*

Past Progressive

Use the past progressive to describe an activity that was in progress over a specific length of time in the past. Since the activity was continuing, it was not completed at a specific time in the past.

Examples:

My companion and I **were doing** the laundry this morning. *Translation*
Sister Lee and Sister Atagi **were contacting** in the park. *Translation*
The sister missionaries **were waiting** for their district leaders. *Translation*
Members **were talking** about the new ages of missionary service. *Translation*

Narrating

Learn the Form

21c

Affirmative Statements in the Past Progressive

The most important components of past progressive is the *BE* verb in the past tense and the *–ing* form of the main verb.

BE Verb	+	Verb (*-ing*)	=	Past Progressive
were		conduct**ing**	=	Zone leaders **were conducting** the zone meeting.
was		mak**ing**		My companion **was making** a phone call.

Notice how the form of the *BE* verb changes in the chart below. Contractions for the present progressive tense are created in the same way as the *BE* verb. (To learn more about contractions with the *BE* verb, read Appendix 7A.)

	Subject	*BE* Verb	Verb -ing
1st Person	I	was	teaching.
2nd Person	You	were	running.
3rd Person	She	was	walking.
	He		sleeping.
	It		working.
Plural	We	were	reading.
	You		studying.
	They		learning.

Note: When creating sentences in the past progressive, use the correct form of the *BE* verb. Notice the correct *BE* verb for each subject in the chart above.

Negative Statements in the Present Progressive

Negative statements use the word *not*.

BE Verb	+	*Not*	+	Verb (*-ing*)	=	Negative Form Past Progressive
was		not		eat**ing**	=	Elder Lee **was not eating** breakfast at 6:30.

	Subject	*BE* Verb	*Not*	Verb -ing	Contractions
1st Person	I	**was**	**not**	teach**ing.**	I **wasn't** teaching.
2nd Person	You	**were**		runn**ing.**	You **weren't** running.
3rd Person	She	**was**		walk**ing.**	He **wasn't** walking.
	He			sleep**ing.**	She **wasn't** sleeping.
	It			work**ing.**	It **wasn't** working.
Plural	We	**were**		read**ing.**	We **weren't** reading.
	You			study**ing.**	You **weren't** studying.
	They			learn**ing.**	They **weren't** learning.

Note: To learn more about contractions in past progressive, see Appendix 7B.

Yes/No Questions

In order to make a *Yes/No* question, invert the subject and the *BE* verb.

BE Verb	+	Subject	+	Verb (*-ing*)	=	*Yes/No* Question
Were		you		study**ing**	=	**Were you studying the scriptures**?

	BE Verb	Subject	Verb (*-ing*)	Responses	
1st Person	**Was**	**I**	sleep**ing**?	Yes, you were.	No, you weren't.
2nd Person	**Were**	**you**	com**ing**?	Yes, I was.	No, I wasn't.
3rd Person	**Was**	**he**	work**ing**?	Yes, he was.	No, he wasn't.
		she	sing**ing**?	Yes, she was.	No, she wasn't.
		it	ring**ing**?	Yes, it was.	No, it wasn't.
Plural	**Were**	**we**	runn**ing**?	Yes, you were.	No, you weren't.
		you	study**ing**?	Yes, we were.	No, we weren't.
		they	cook**ing**?	Yes, they were.	No, they weren't.

Information Questions

Object Questions

When asking a Wh-question, add the appropriate Wh-question word to the beginning of the sentence and move the subject between the *BE* verb and the main verb.

Wh-Word	+	*BE* Verb	+	Subject	+	Verb (*-ing*)	=	Wh-Object Question
What		was		he		doing	=	**What was he doing?**

	Wh-Word	*BE* Verb	Subject	Verb (*-ing*)	Responses
1st Person	**What**	was	**I**	doing?	You were singing.
2nd Person	**Where**	were	**you**	going?	I was going to Church.
3rd Person	**What**	was	**he**	reading?	He was reading the Book of Mormon.
	What		**she**	eating?	She was eating pizza.
	Where		**it**	going?	It was going to the airport.
Plural	**What**	were	**we**	buying?	You were buying some church books.
	When		**you**	teaching?	We were teaching at 3 o'clock.
	What		**they**	watching?	They were watching the General Conference.

Subject Questions

In Wh-subject questions, the Wh-question word replaces the subject of the sentence.

Wh-Word	+	*BE* Verb	+	Verb (*-ing*)	=	Wh-Subject Question
Who		was		sing**ing**	=	**Who was singing?**

Wh-Word	*BE* Verb	Verb (*-ing*)	Responses
What	was	happening?	Ellen was getting baptized.
Who		praying?	Sister Taolangi.

Activities (See answers on page 182.)

Learn on Your Own

A. Fill in the Blank

On a separate piece of paper, complete the sentences using the *BE* verb and the past progressive form of the verb in parentheses. Check your answers.

Example: We needed to take an umbrella with us. It _____ _____ outside. (rain)

→ We needed to take an umbrella with us. It *was* *raining* outside. (rain)

1. Did you see Elder Lee and Elder Tonga? They _____ _____ for you. (look)
2. We had to wait outside the bishop's office for a few minutes. Members of the bishopric _____ _____. (pray)
3. I'm sorry. I didn't have time last night. I _____ _____. (work)
4. The phone _____ _____. (ring)
5. Elder Toi _____ _____ our meeting this morning. (conduct)
6. The Elders _____ _____ the Lou family about the gospel of Jesus Christ. (teach)
7. Elder Liu _____ _____ his testimony of Jesus Christ. (share)
8. I couldn't speak to the Elders. They _____ _____ to our neighbors. (talk)
9. Question: Where _____ you _____? (go)
   Answer: We _____ _____ to church. (go)
10. Question: Where was Jane?
    Answer: She was in the kitchen. She _____ _____ lunch. (eat)

B. Practice Different Forms of the Past Progressive

Use the given words to form sentences in the past progressive. Use the words to write affirmative statements, negative statements, and *Yes/No* questions. Check your answers.

Example:	Affirmative Statement	Negative Statement	Yes/No Question
I / speak →	*I was speaking.*	*I was not speaking.*	*Was I speaking?*

1. Elder Lee / study
2. Sister Long and Sister Atagi / cook
3. My companion and I / read
4. The bishop / talk
5. The mission president and his wife / teach

6. Our investigators / progress
7. My parents / laugh
8. Five missionaries / cry
9. We / sleep
10. Elder Lo and Elder Tonga / sing

C. Asking Object Questions

Write down on a separate sheet of paper the questions that ask for the underlined information. Check your answers with those listed in the answers section at the end of the book.

Example: Q: Yesterday, Sister Lam was eating something. → What *was Sister Lam eating*?
A: Sister Lam was eating Sushi.

1. Q: On Monday, Brother Moa was watching something. → What _____ ?
   A: Brother Moa was watching television.
2. Q: There was a ward council meeting last Sunday at noon. → Where _____ ?
   A: Our meeting was taking place at the chapel.
3. Q: Did you hear the primary children singing last Sunday? → What _____ ?
   A: The children were singing I Am a Child of God.
4. Q: I saw sister missionaries teaching Mark. → What _____ ?
   A: Sister missionaries were teaching Mark about the Plan of Salvation.
5. Q: Brother Lung was doing something. → What _____ ?
   A: Brother Lung was praying.
6. Q: Your sister told me that you were making something. → What _____ ?
   A: I was making bread pudding.

D. Asking Subject Questions

Write down on a separate sheet of paper the questions that ask for the underlined information. Check your answers with those listed in the answers section at the end of the book.

Example: Q: Yesterday, someone was eating sushi. *Who was eating sushi* ?
A: Sister Lam was eating sushi.

1. Q:I heard someone was feeling very sick last night. _____ ?
   A: My companion was feeling very sick last night.
2. Q: I saw someone conducting the sacrament meeting. _____ ?
   A: Brother Lung was conducting the sacrament meeting this morning.
3. Q: We had an appointment with the Smith family. When we got there, we saw someone visiting them.
   _____ ?
   A: Betsy was visiting the Smith family.
4. Q: Someone was eating lunch at noon. _____ ?
   A: Elder Taolangi was eating lunch at noon.
5. Q: Someone was having a baptismal interview. _____ ?
   A: Jim was having his baptismal interview.
6. Q: Someone was reading a letter from home. _____ ?
   A: Elder Liu was reading a letter from home.

Learn with Your Companion

E. Describe Activities Using Past Progressive

The following table describes what Elder Tonga did yesterday. Take turns asking and answering what Elder Tonga was doing at the following times in parentheses. Check your answers.

Example: (6:37 a.m.) Q: *What was Elder Tonga doing at 6:37 in the morning?*
A: *He was reading the Book of Mormon.*

Time		Time	
6:30 – 6:45 a.m.	~~I read the Book of Mormon.~~	12:00 – 2:00 p.m.	We participated in a community service project.
6:45 – 7:00 a.m.	I took a shower.	2:00 – 4:00 p.m.	We had a district meeting.
7:10 – 7:20 a.m.	I cooked breakfast.	4:00 – 5:00 p.m.	We conducted two baptismal interviews.
7:20 – 7:35 a.m.	I ate breakfast.	6:00- 7:00 p.m.	We looked for new investigators.
7:35 – 8:00 a.m.	I read the scriptures.	7:00 – 8:00 p.m.	We taught the Lee family the second lesson.
8:00 – 9:00 a.m.	I studied Preach My Gospel.	9:30 – 9:45 p.m.	My companion and I planed for the next day.
9:00 – 9:45 a.m.	My companion and I practiced teaching the first lesson.	9:45 – 10:10 p.m.	We made some phone calls.
9:45 – 10:00 a.m.	My companion taught me English.	10:15- 10:20 p.m.	We prayed together.
10:00 am – noon	My companion and I visited some less active members.	10:20 p.m.	I went to bed.

Note: Some of the simple past tense verbs in the sentences above are irregular. See Appendix 1 for a list of irregular English verbs.

Now, talk with your companion about what you were doing yesterday at these times.

Example: *What were we doing at 6:55 a.m. yesterday?* *We were eating breakfast.*

6:55 a.m.	8:10 a.m.	12:24 p.m.	7:20 p.m.
7:15 a.m.	9:25 a.m.	2:20 p.m.	9:35 p.m.
7:23 a.m.	9:55 a.m.	4:30 p.m.	9:50 p.m.
7:40 a.m.	10:30 a.m.	6:20 p.m.	10:17 p.m.

Learn with Your District

F. Describe a Picture

Divide the missionaries into groups of three or four. Then, have each group work together to answer this question: What were the people doing at the time that Christ appeared to the Nephites? Use this picture below to help you answer this question. Write as many sentences as possible in three minutes. The group with the most answers at the end of the time limit wins.

Now, see what the scriptures say. Read 3 Nephi 11.

Note to District Leader: The purpose of this activity is to help the ESL missionaries hear and use the grammar they have been studying. Hearing the other missionaries in the district talk about the picture will help the ESL missionaries better understand the grammar point they have been studying.

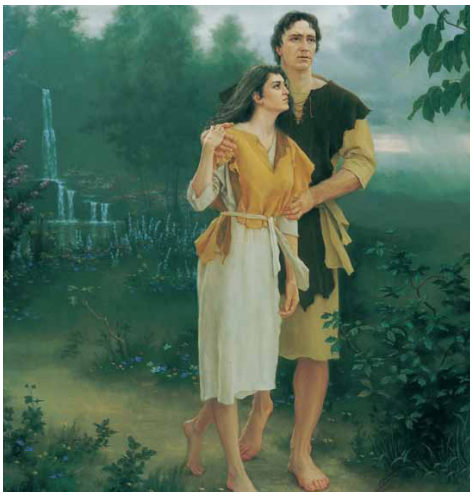
Adverbial Time Clauses

Examples from *Vocabulary and Phrases*

After worthy converts are baptized, they are confirmed members of the Church.	translation
Maybe you could start by praying **before** you read.	translation
When Christ died, His body separated from His spirit.	translation
While Adam and Eve were in the Garden of Eden, they could have no children.	translation
We will remain in the spirit world **until** we are resurrected.	translation

Notice the Grammar

A clause is a group of words with a subject and a verb. Look at the sentences below and notice that each sentence consists of two kinds of clauses: time clause (the underlined first half of the sentence) and main clause (the second half of the sentence). Also, notice how each time clause is introduced by a conjunction that tells when something happened. These **conjunctions** have been bolded.



1. **Before** we were born on the earth, we lived with our Heavenly Father.
   Translate
2. **After** Jane got baptized, she received the gift of the Holy Ghost.
   Translate
3. **When** Adam and Eve ate the forbidden fruit, they became mortal.
   Translate
4. **While** Adam and Eve were in the garden, they were still in God's presence.
   Translate
5. **Until** Alma turned to the Savior, he did not find happiness.
   Translate

Narrating

Let's Talk About It

Notice that the conjunction at the beginning of the time clause indicates which action in the sentence happens first. Each explanation below refers to the numbered sentence above.

1. The conjunction ***before*** indicates that the action in the main clause happened first.
2. The conjunction ***after*** indicates that Jane got baptized first and received the gift of the Holy Ghost later.
3. The conjunction ***when*** shows that Adam and Eve became mortal at the moment they ate the forbidden fruit.
4. The conjunction ***while*** indicates that both events happened at the same time.
5. The conjunction ***until*** shows that Alma turned to the Savior first and found happiness later.

Likewise, depending on the conjunction used in a time clause, the order of actions in a sentence changes.

Learn the Meaning

22a

Meanings of Time Clauses

A time clause is often introduced by the following conjunctions: *before, after, when, while, until*, and *as soon as*. Since the meaning of a sentence changes depending on which conjunction is used in a time clause, it is important to know how each conjunction has a different meaning. **Times clauses** have been bolded, and conjunctions underlined.

Before (before that moment) - *translate*

Examples: Lehi gave counsel to his sons **before he died**.
Translation

Before I taught my first lesson, I prayed for help.
Translation

We will clean up the apartment **<u>before</u> the zone leaders arrive**.
Translation

We lived as spirit children of our Father in Heaven **<u>before</u> we were born on this earth**.
Translation

<u>Before</u> the Savior was born on the earth, Isaiah foresaw His life.
Translation

After (after that moment) - *translate*

Examples:

<u>After</u> Adam and Eve left the Garden of Eden, they began to till the earth.
Translation

<u>After</u> Jesus was resurrected, He visited the Nephites.
Translation

<u>After</u> Joseph Smith and Oliver Cowdery received the Aaronic Priesthood, they received the Melchizedek Priesthood.
Translation

<u>After</u> we are resurrected, we will return to the presence of God to be judged.
Translation

We will teach that lesson **<u>after</u> he commits to baptism.**
Translation

When (at that moment) - *translate*

Examples:

<u>When</u> we pray, we are talking to Heavenly Father.
Translation

Jesus Christ taught us to love others **<u>when</u> He lived on earth.**
Translation

I study my scriptures **<u>when</u> I get up in the morning**.
Translation

The Holy Ghost helps us **<u>when</u> we are afraid**.
Translation

Christ's mercy pays our debt to justice **<u>when</u> we repent and obey Him.**
Translation

While (during that time) - *translate*

Examples:

Elder Jackson cleaned the dishes **<u>while</u> I was making appointments.**
Translation

The Lord restored temple ordinances a few years later **<u>while</u> the Saints were in Nauvoo.**
Translation

<u>While</u> I was listening to his testimony, I felt the Spirit.
Translation

We developed personalities and talents **<u>while</u> we lived in Heaven.**
Translation

Prayer is a great blessing we have **<u>while</u> we are here on earth.**
Translation

Until (up to that time) - *translate*

Examples:

We don't know Christ **<u>until</u> we become like Him.**
Translation

I didn't understand the guidance of the Spirit **<u>until</u> I read the Book of Moron.**
Translation

Children do not need to be baptized **<u>until</u> they are accountable**.
Translation

Jane didn't know whether or not this Church was true **<u>until</u> she prayed seriously.**
Translation

Our spirits will live in the spirit world **<u>until</u> we are ready for our resurrection.**
Translation

As Soon As (immediately afterwards) - *translate*

Examples: **<u>As soon as</u> he felt the Spirit**, he decided to get baptized.
Translation

We will call you **<u>as soon as</u> we are ready**.
Translation

Jane will let us know **<u>as soon as</u> she decides**.
Translation

<u>As soon as</u> the meeting was dismissed, I had an interview with the president.
Translation

John received the priesthood **<u>as soon as</u> he was prepared.**
Translation

Learn the Use

22b

Verb Tense in Time Clause

Present and Past Tense

When the present or past tense is used in the main clause, the **verb** in a time clause is the same tense as the **verb** in the main clause (both are in bold). Look at the following example sentences and notice that the verbs in both clauses are the same.

Examples:

Present Tense

When they **teach** a lesson, there **is** always a great Spirit in the room.
Translation

Before the missionaries **leave** their apartment, they **say** a prayer.
Translation

While we **are** on the earth, we **are** out of God's physical presence.
Translation

Past Tense

After Nephi **made** a new bow, he **asked** Lehi where to go to obtain food.
Translation

When Nephi **was** shown the tree of life, he **asked** to know its interpretation.
Translation

I **met** with President Samuelson before I **went** to Zone conference.
Translation

Future Tense

When the verb in the main clause is in the future tense, the present tense is used in the time clause. Read the following example sentences and notice how the future tense is not used in the time clause to describe future activities. Each time clause is **bolded** and the <u>verb</u> in it is underlined.

Future Tense

I'll ask Jiny **when she <u>gets</u> here**.
Translation

The zone leaders will call **as soon as they <u>hear</u> from the president**.
Translation

We will wait **until you <u>arrive</u>**.
Translation

Sister missionaries will teach Jack the second lesson **when they <u>meet</u> him next time**.
Translation

Narrating

22c

Learn the Form

Parts of a Time Clause

A time clause starts with one of the following conjunctions: *before, after, when, while, until*, and *as soon as*. A conjunction is followed by the subject and a verb. For the main clause, put a subject first and then a verb.

Time Clause					Main Clause			
Conjunction	+	Subject	+	Verb	Subject	+	Verb	
Before		we		were born	we		lived	with our Heavenly Father.
After		Jane		got baptized	she		received	the gift of the Holy Ghost.

Position of Time Clause and Main Clause

A time clause can come either before or after the main clause without changing the meaning of the sentence. Look at the sentences below and notice the order of the clauses and main clause.

Example:	Lehi gave counsel to his sons <u>before he died</u>. *Translation*	<u>Before he died</u>, Lehi gave counsel to his sons. *Translation*
	Ann was happy <u>when she shared her testimony at her baptism</u>. *Translation*	<u>When she shared her testimony at her baptism</u>, Ann was happy. *Translation*

Activities (See answers on page 182.)

Learn on Your Own

A. Select the Correct Conjunction

Read the following sentence below and select the correct conjunction. Write your answer on a separate piece of paper and then check your answer.

Example: Where will we go after/before we die?

→ Where will we go <u>after/before</u> we die?

1. <u>While/Until</u> you were bearing your testimony, I felt the spirit very strongly.
2. Maria won't come to church <u>until/as soon as</u> her mom allows her to come.
3. We will go tracting <u>as soon as/while</u> we finish our companionship study.
4. The doorbell rang <u>when/while</u> we started our companionship study.
5. <u>While/Before</u> we visited less active members, we went street contacting.
6. <u>Until/After</u> we evaluate this week's goals, we will make our next week's goals.
7. <u>While/Before</u> you lived on earth, you lived as a spirit with our Heavenly Father.
8. I'll be ready <u>while/as soon as</u> you are.
9. <u>After/Before</u> we repent, we can feel greater joy, peace, and the influence of God in our lives.

B. Fill in the Blank with a conjunction: As Soon As, While, or Before

Complete the following sentences by inserting one of the following conjunctions: *as soon as, while,* and *before*. Write down your answer on a separate piece of paper. Check your answers.

Example: We lived with our Heavenly Father _____ we came to this earth.

→ We lived with our Heavenly Father <u>*before*</u> we came to this earth.

1. _____ you were talking on the phone, I updated our area book.
2. We forgot to bring our phone! We will call Jane _____ we get home.
3. We will visit the Pule family _____ we go to lunch.
4. I was a ward mission leader _____ I came on my mission.
5. Let's eat first. _____ we finish eating ,we will share a spiritual thought.
6. _____ we start the meeting, can we say a prayer?
7. Brother Smith kindly fixed our bike _____ we were eating dinner at his house.
8. The meeting will start _____ the president gets here.
9. _____ we leave, can we leave a blessing with you?
10. Jane came to our appointment _____ she finished work.

C. Fill in the Blank with a Conjunction: *When, Until,* or *After*

Complete the following sentences by inserting one of the following conjunctions: *when, until*, and *after*. Write down your answer on a separate piece of paper. Check your answers.

Example: We will wait here _____ she returns.

→ We will wait here *until* she returns.

1. We will continue to pray for you _____ you get well.
2. _____ she got baptized, Jane received the gift of the Holy Ghost.
3. _____ we went out, it was raining.
4. We will wait in the spirit world _____ we are resurrected.
5. _____ we are resurrected, we will be judged.
6. I didn't know whether or not this church was true _____ I prayed seriously.
7. _____ we sing, Sister Lee will offer the opening prayer.
8. I'll pray _____ God answers me.
9. _____ we arrived, Jack was reading the Book of Mormon.

D. Fill in the Blank – Verb Tense in the Time Clause

Complete the sentences with the correct verb tense of the verbs in parentheses. Write your answers on a separate piece of paper and check your answers.

Example: Susan will continue to pray about the message of the Restoration until she _____ (receive) the answer.

→ Susan will continue to pray about the message of the Restoration until she *receives* (receive) the answer.

1. After the missionaries taught Jane about the Restoration of the gospel, Jane _____ (pray) about it.
2. Sister Tuitupo is going to be transferred to a different area. I will be very sad when she _____ (leave).
3. As soon as they received their temple recommends, Sarah and Jeff _____ (go) to the temple together.
4. Before Jennifer decided to get baptized, she _____ (ask) her parents for permission.
5. We will come and visit you when we _____ (be) in the area.
6. Rachel was very excited when she _____ (hear) about the Word of Wisdom.
7. They called the missionaries after their friends _____ (tell) them about the church.
8. The Smith family decided to get baptized before they _____ (finish) all the missionary discussions.
9. Elder Smith was reading the scriptures while his companion _____ (take) a shower.

E. Complete the Sentence

Make nine more complete sentences from the boxes. This first one has been done for you. Check your answers.

Main Clause	Time Clause
1. ~~My companion and I say a prayer together~~	a. while we were at the zone conference.
2. We receive the gift of the Holy Ghost	b. as soon as the other missionaries are here.
3. We turn away from sin	c. when I felt the Spirit.
4. We will be judged	d. after we are baptized.
5. I talked with our mission president	e. after we are resurrected.
6. I decided to join the Church	f. ~~before we go to sleep~~.
7. We will leave for the temple	g. when we sincerely repent.
8. Ken decided to go on a mission	h. until he learned about the Word of Wisdom.
9. Jack used to drink coffee	i. as soon as he turned 19 years old.
10. Joseph Smith decided to pray and ask God	j. after he read James 1:5.

Learn with Your Companion

F. Plan the Next Day Using Time Clauses

With your companion, make a plan for the next day. Then write down your plan on a separate piece of paper in details using time clauses. You may write down what you are going to do the whole day or at a particular appointment such as your dinner appointment or teaching appointment. Try to use all of the conjunctions in your time clause: *before, when, while, after, until, as soon as*.

Example: **Our Plan for Our Teaching Appointment with Ann**

Before we start our lesson, we will ask Ann to pray. As soon as she finishes her prayer, we will share our spiritual thoughts with her. Then we will ask her to pay attention to how she feels while we teach her the lesson. We will use many scriptures from the Book of Mormon while we teach her. After we finish teaching the lesson, we will invite her to attend Church with us this Sunday. Also, we will invite her to continue to pray about the message until she feels the Spirit. We will ask for a referral before we leave.

G. Practice Teaching a Lesson

Using the short outline below, explain the plan of salvation to your companion using time markers. (If necessary, turn to page 55 of *Preach My Gospe*l and review the information about the plan of salvation.)

- Pre-Earth Life: God's Purpose and Plan for Us
- The Creation
- Agency and the Fall of Adam and Eve
- Our Life on Earth
- The Atonement
- The Spirit World
- The Resurrection, Judgment, and Immortality
- Kingdoms of Glory

Learn with a Native Speaker

H. Review the Previous Activity

Have a native speaker check your answer for activity *F* and correct any errors. Then talk about the errors together and make any necessary changes.

Review: Narrating Experiences and Telling Stories

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Narrating Experiences and Telling Stories

- Simple Past — Chapter 21
- Past Progressive — Chapter 22
- Adverbial Time Clauses — Chapter 23

Activities (See answers on page 183.)

A. Error Correction
Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. How long did you prayed for?
2. Joseph Smith translate the Book of Mormon.
3. I didn't received the answer that I wanted.
4. Nephi seen the same vision as his father.
5. While I reading the Book of Mormon, I found an answer to my question.
6. God call Noah to be a prophet.
7. When the people gather around Christ, He taught them.
8. The fall bringed death and sin into the world.
9. When did you came here?
10. Last night, before I went to bed, I pray with my wife.
11. Last Sunday, we goed to church, partaked of the sacrament, and listened to testimonies.

B. Translation
Translate the following sentences into English. Write your answer on a separate piece of paper and then compare your translation with the answer key in the back of this book.

1. I learned that God had a plan for me.
2. Did you read the chapter?
3. What did Christ do while he was on the earth?
4. We were praying when you called us.
5. Christ died for all of God's children.
6. Lehi gave counsel to his sons before he died.
7. I pray for help before I teach each lesson.
8. While I was confirming appointments on the phone, my companion washed the dishes.
9. While Jane was listening to Elder Smith's testimony, she felt the Spirit.
10. He didn't know about this church until he met the missionaries.
11. As soon as she received permission from her parents, she got baptized.
12. Jack was looking for his Book of Mormon.
13. I didn't understand the guidance of the Spirit until I read the Book of Mormon.

C. Companion Activity
With your companion, go over your planner from the last three days. Describe what you did each day in detail and get feedback on how well you used the simple past, past progressive, or adverbial time clauses. Also discuss whether each activity influenced one of your key indicators. If an activity didn't influence a key indicator, discuss why and decide whether you should continue doing that type of activity.

D. Writing Activity

1. "Practice writing in your mission language—personal notes and reminders, letters, thank-you notes, and notes of encouragement" (*Preach My Gospel*, 130). Make a list of all the people who helped you or gave something to you in the past week. Using the simple past tense, past progressive, and adverbial time clauses, write and give thank-you notes to three people/families who helped you. Before you give a thank-you note, ask for feedback from a native speaker. Continue this practice until all people on your list have received a note.

   Example: *It was very difficult for us to find members who could come with us to teach our lessons last week. When you called us, we were praying for help. Thank you so much for your help and for the strong testimony you shared with our investigators. Because of your help, we could teach all of our lessons.*

2. Write a paragraph about your experience of paying a full tithe. Check that you used the simple past tense, past progressive tense, or adverbial time clauses correctly. Have your companion or a native speaker check your paragraph. Then, practice explaining the law of tithing to your companion, incorporating what you wrote in your paragraph. Get feedback on how well you used simple past tense, past progressive tense, and adverbial time clauses.

   Example: *I have a strong testimony of paying full tithing. Before my mission, I went to college and worked a part-time job. Because my family didn't support me financially, I was on a tight budget. One day, I had no way to pay both my tithing and also meet my physical needs. However, having great faith in God, I went ahead and paid my tithing as usual. The next day, when I came home, my visiting teachers brought me a lot of frozen vegetables because they didn't have enough space to keep them in their fridge. I could survive that week on those frozen vegetables and knew that it was a blessing from paying my tithing faithfully even when it seemed to be impossible to do it.*

3. Find a principle from chapter 3 of *Preach My Gospel* about which you could share a personal experience. Write down the experience using the simple past, past progressive, and adverbial time clauses. Have your companion or a native speaker check it and give you feedback. Practice sharing your experience with your companion and set goals to share it with you investigators. You can repeat this activity at any time, choosing a different experience each time, or improving on the language you use for an experience you have already written about.

E. Investigator-Watching

Choose a block of time when you will be contacting to do this activity. Each time you talk to an individual or family, pay close attention to what they are doing and how they react to your message. Afterwards, each of you create two sentences in English using the past progressive, simple past tense, or adverbial time clauses to describe what they were doing or how they acted. Try to be as detailed as possible. Give each other feedback on your grammar and correct any mistakes you made. Take note of words you don't know and look them up or ask a native speaker later. Most importantly, see what you can learn from each person's actions and body language. Is there something you could have done to meet their needs better? You could also practice doing this activity after lessons, describing what each person present did and how they acted.

F. Scripture Re-telling

Read the following passages with your companion and pay attention to verb tense. Retell the passages in your own words using the simple past, past progressive, or adverbial time clauses to your companion and get feedback on how well you used these verb tenses.

Luke 10:30-37	Alma 17:33-39	1 Nephi 2:1-3
1 Nephi 3	1 Nephi 4	Alma 43:15-24
Alma 31:11-18	Alma 32:17-21	Alma 63:5-8

Example: *Helaman 5:20-26 – When Nephi and Lehi went to the land of Nephi, they were thrown into prison without food for many days. When the Lamanites tried to kill Nephi and Lehi, they couldn't do it because a ring of fire protected them. They told the Lamanites that God's power was protecting them.*

Asking and answering questions of
Cause and Effect

Purpose

This function will help you talk about the results or consequences that always follow certain actions or events; for example what happens when we obey God's commandments, or what blessings we receive as a result of praying. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- **If** you draw near unto God, He will draw near unto you. (If)
- **When** we obey God, we keep His commandments. (When)
- **Whenever** we fast, we go without food and drink for two consecutive meals. (Whenever)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

Resurrection, Judgment, Immortality	What will happen when we are judged? *Translation*
Faith	What can we do to increase our faith in Jesus Christ? *Translation*
Repentance	What will happen to us if we don't repent? What blessings can we receive as a result of repentance? *Translation*
Baptism	What do we do if we want to get baptized? What covenants do we make with God when we get baptized? *Translation*
Obey the Word of Wisdom	What blessings can we receive when we live the Word of Wisdom? *Translation*

Tasks from Missionary Vocabulary and Phrase Book

Extend Commitment invitations	What blessings will they receive if they keep their commitment? *Translation*
Help People Resolve Concerns	What is the source of their concern? What will be the results of each course of action they can choose? *Translation*

Factual Conditional

Examples from *Vocabulary and Phrases*

If we repent, our desire to follow God grows stronger.	translation
If we share the gospel, we are blessed with joy.	translation
When we follow the prophet, we will learn the truth.	translation
Whenever we share the gospel, we appreciate how precious and meaningful it is to us.	translation

Notice the Grammar

Read the following conditional sentences. Notice that a conditional sentence consists of two parts, a conditional clause (first clause before the comma) and a result clause (shown after the comma here). A clause is a group of words that contains a subject and a verb. Notice all the words that are **bolded** in each conditional clause. You should also notice the tenses of all underlined verbs.

1. **If** people reject the prophets' teachings, they fall into apostasy.
   Translate
2. **When** you are baptized and confirmed, you become a member of the Church of Jesus Christ of Latter-day Saints.
   Translate
3. **Whenever** I attend sacrament meeting, I feel the spirit.
   Translate
4. **If** you repent with a sincere heart, the Lord will forgive your sins.
   Translate

Let's Talk About It

The above conditional sentences are called factual conditional. Factual conditional is used to talk about general truths or actions that always happen or will happen under certain conditions. There are three important things to remember about factual conditional:

1. The conditional clause is most often introduced by *if*. Sometimes you can use when or *whenever* instead of *if*.
2. The verb tense in the conditional clause is always the simple present.
3. The verb tense in the result clause is either simple present or future.

Notice each of these three things in the four example sentences above.

Learn the Meaning

Talking about Gospel Truths

Factual conditional is used to describe general truths. The connection between the condition clause and the result clause is fixed. In other words, the action in the conditional clause is always followed by the action in the result clause. Look at the following example sentence and notice that the action in the result clause is always true when the event in the condition clause is satisfied.

Example: If we repent with a sincere heart, the Lord forgives our sins.

The above example sentence is describing that every time we sincerely repent, our sins are forgiven. What is being described in this sentence is always true and never changes.

Examples:

Condition	Automatic Result
If you are a faithful tithe payer, *Translation*	you donate one-tenth of your income to God's Church. *Translation*
When we obey God, *Translation*	we keep His commandments. *Translation*
Whenever we fast, *Translation*	we go without food and drink for two consecutive meals. *Translation*
If people harden their hearts, *Translation*	the Holy Ghost has no place in them. *Translation*

When we are ready to come unto God, *Translation*	He is ready for us. *Translation*
Whenever we sin, *Translation*	we become unclean. *Translation*

Learn the Use

23b

Promising Blessings to Investigators

Use the factual conditional to promise specific blessings after you extend commitments to your investigators or teach commandments. Look at the following example sentences.

Examples:		
	COMMITMENT	Will you read and pray to know that the Book of Mormon is the word of God? *Translation*
	PROMISED BLESSINGS	Whenever you read and pray, the Lord will testify to you that it is true. *Translation*
		If you know that the Book of Mormon is true, you will know that Joseph Smith was a true prophet of God. *Translation*
	COMMANDMENT	Keep the Word of Wisdom. *Translation*
	PROMISED BLESSINGS	If you keep the Word of Wisdom, your body will become strong. *Translation*
		When you keep the Word of Wisdom, you will be more receptive to spiritual truths. *Translation*

Use the factual conditional to promise particular blessings to your investigators when extending commitments or teaching certain commandments.

Learn the Form

23c

The conditional clause is introduced by *if, when*, or *whenever*. The subject in the conditional clause is followed by a present tense verb. (See *Chapter 7 Simple Present Tense.)* When forming a result clause, the subject is followed by either a present tense or future tense verb. (See *Chapter 18 Future Tense*.)

Conditional Clause				**Result Clause**		
If/When/Whenever + Subject + Verb (present tense)				Subject + Verb (present tense)		
If	we	repent	with a sincere heart,	the Lord	forgives	our sins.
If	you	pray	about it,	the Lord	will	answer.

The conditional clause usually comes first, but it can also come after the result clause. Look at the sentences below and notice how the order of the clauses has been reversed.

Result Clause			**Conditional Clause**			
Subject + Verb (present tense)			*If/When/ Whenever* + Subject + Verb (present tense)			
The Lord	forgives	our sins	if	we	repent	with a sincere heart.
The Lord	will	answer	if	you	pray	about it.

Activities (See answers on page 183.)

Learn on Your Own

A. Matching

Match each conditional clause on the left with the result clause on the right that completes the statement. The first one has been done for you. Check your answers.

Conditional Clause	Result Clause
b 1. ~~If you're a missionary~~,	a. you don't lose your temper.
_____ 2. If you are an investigator,	b. ~~you share the message of the Restoration and invite others to come unto Christ.~~
_____ 3. If you are a bishop,	c. you train a new missionary for six weeks.
_____ 4. If you are a mission president,	d. you cannot have the Spirit.
_____ 5. If you are patient,	e. you visit a family and share a monthly message from the First Presidency.
_____ 6. If you a disobedient,	f. you preside over a ward.
_____ 7. If you are a home teacher,	g. you want to know about the Church.
_____ 8. If you are a trainer,	h. you preside over a mission and its missionaries
_____ 9. If you receive referrals,	i. you immediately contact the families and make appointments.
_____ 10. If you have a testimony of the gospel,	j. you believe that Jesus Christ is the Only Begotten Son of God and the Savior and Redeemer of the world.

B. Fill in the Blank

Fill in the blank with the correct form of the verbs in parentheses. Write your answers on a separate piece of paper. Check your answers.

Example: If you _____ (read) the Book of Mormon every day, you ___ ___ (will, gain) a strong testimony of Jesus Christ.
→ If you *read* (read) the Book of Mormon every day, you *will gain* (will, gain) a strong testimony of Jesus Christ.

1. If you _____ (share) the gospel with others, the Lord _____ _____ (will, bless) you.
2. If he _____ (hold) the priesthood, he _____ (have) the authority to administer ordinances.
3. If you _____ (follow) the teachings of Jesus Christ, you _____ _____ (will, find) peach in this life.
4. If you _____ (go) straight, you _____ _____ (will, find) the Stake Center on your right.
5. If we _____ (endure) to the end, we _____ _____ (will, live) with God again.
6. If you _____ (pray) about our message, the Holy Ghost _____ _____ (will, testify) the truthfulness of it.
7. Whenever people _____ (reject) the Lord's prophet, they _____ (distance) themselves from God.
8. When Jane _____ (feel) lonely, she _____ (pray).
9. Whenever you _____ (keep) the commandments, you _____ (be) worthy of the companionship of the Holy Ghost.
10. Whenever God _____ (give) commandments, He _____ (prepare) a way to accomplish it.

C. Complete the Thoughts

Following are the conditional clauses directly connected to your purpose as a missionary. First, translate these conditional clauses into English on a separate piece of paper and check your answers. Then, according to the needs of your investigators, complete the conditional sentences by adding the result clauses and use them as inspired. Check your completed conditional sentences with a native speaker. **[NOTE: Translate all yellow text into native language and delete this note.]**

Example: If you come to church,
Step 1: Translate conditional clause → *If you come to church*
Step 2: Complete the sentence → *If you come to church, you will be able to learn more about Jesus Christ.*

1. If you have faith in Christ,
2. If you are baptized,
3. If you have the Holy Ghost with you,
4. If you worship at sacrament meeting,
5. If you repent of your sins,
6. If you endure to the end,
7. If you practice what the Book of Mormon teaches,
8. If you invite your friends to learn about Jesus Christ,

D. Translate

Translate the following sentences into English. Write your answers on a separate piece of paper and check your answers.

1. If you don't pray about the Book of Mormon, you cannot know the truthfulness of it.
2. If you have faith in Christ, you will be able to quit smoking.
3. If you consistently read the Book of Mormon, you will feel peace.
4. If you obey the Word of Wisdom, you will receive blessings.
5. If you read the Book of Mormon, you can strengthen your testimony.
6. If you pray, you will receive an answer.
7. If you go to Church, you will feel the Spirit.
8. If you follow the mission rules, you will become a successful missionary.

Learn with Your Companion

E. Talk about Blessings

With your companion, review the section Ask Direct Questions in Chapter 11 in *Preach My Gospel*. Choose four of the commitments mentioned in this section. Then, talk about the importance of keeping these commitments and the blessings investigators can receive if they keep them. Practice extending these commitments and promising blessings thereof.

Example: 1. Will you pray to know if the Book of Mormon is true?

→ *I promise you that if you pray, you will come to know it is true through the Holy Ghost.*

2. Will you attend church with us this Sunday?

→ *I promise you that when you come to church, you will learn more about Jesus Christ.*

Learn with Your District

F. Extending Commitments

Have each companionship choose a commitment that they hesitate to extend. Have each companionship use factual conditionals to share the following:

1. What are the blessings if my investigator keeps this commitment?
2. What are the consequences if my investigator does not keep this commitment?
3. What can we do to strengthen our faith in this commitment?

Review: Cause and Effect

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and answering questions of judgment, doubt, emotion, possibility, and influence

- Factual Conditional with *if, when,* and *whenever* Chapter 24

Activities (see answers on page 183.)

A. Translation
Translate the following sentences into English. Write your answer on a separate piece of paper and then compare your translation with the answer key in the back of this book.

(Translate into other languages)

1. When we get baptized, we promise we will follow Christ.
2. If you obey God, you will be happier.
3. When we choose to live according to God's plan for us, our agency is strengthened.
4. If we keep God's commandments and make right choices, we will learn and understand.
5. Whenever I feel sad, I read the Book of Mormon and feel better.
6. If you follow the things the mission president says, you will see success.
7. If you read the Book of Mormon and pray about it, you will know that it's from God.
8. Whenever I go to the temple, I learn something new.
9. If you faithfully pay your tithing, God will meet your needs.
10. When you get baptized, we promise to follow God's commandments.
11. If we endure to the end, we will be able to live with God again.

B. Scripture Activity
Choose a passage that relates to the needs of one of your investigators, and read it with your companion. Practice sharing the scripture and teaching the cause(s) and effect(s) from it, using factual conditional. You can redo this activity, choosing a different scripture every time. You may also use scripture stories and passages you think of on your own.

2 Nephi 2:27	Moroni 10:4	3 Nephi 13:23	Alma 41:4
Alma 37:46	Alma 32:38-40	Moroni 10:23	D&C 5:22
3 Nephi 13:14-15	Alma 39:6	Alma 32:41-43	D&C 50:20

C. Companion Activity
Think of one of your investigators who is preparing for baptism and have your companion play the role of that investigator. Using factual conditional, practice telling him or her what will happen when he or she is baptized and promise blessings he or she will receive. Get feedback on how well you used these grammar principles.

Example: *When you get baptized, you put on white clothes. When you are ready, you enter the baptismal font with a priesthood holder with authority. When you get baptized, you promise that you will follow God's commandments. If you live a worthy life, power to endure to the end will be bestowed on you.*

D. Companion Writing or Speaking Activities

1. Read Endure to the End from Lesson 5 in Preach My Gospel. Then either talk to your companion about the topic or write a paragraph to explain your ideas about enduring to the end. Focus on speaking or writing the reasons and purposes for enduring to the end using factual conditional. If you are writing, underline the grammar principles in the paragraph and have a native speaker check them.

   Example: *If we remain strong in the gospel, we grow closer to God. If we endure to the end, we will receive eternal life.*

2. Write a paragraph or talk to your companion about the following topics. Focus on using factual conditional correctly with if, when, and whenever. Have your companion or a native speaker check your paragraph or speaking and receive feedback.
   - What are the effects of sin?
   - What are the blessings we can receive when we obey God?
   - What blessings can investigators receive if they read the Book of Mormon?

Answers

3 *Be* Verb: Present Tense

A. **1.** are **2.** am **3.** are **4.** is **5.** are **6.** are **7.** are **8.** are **9.** is **10.** is

B. **1.** We are at the baptism. **2.** He is in the chapel. **3.** He is the Father of our spirits. **4.** He is central to God's plan. **5.** They are representatives of Jesus Christ. **6.** They are from China. **7.** He is at home right now. **8.** She is hungry. **9.** She is a good friend. **10.** She is the Gospel Principles teacher. **11.** It is another witness of Jesus Christ.

C. **1.** She isn't our new investigator./She's not our new investigator **2.** They aren't friends./ They're not friends. **3.** They aren't from America./They're not from America. **4.** They aren't in town./They're not in town. **5.** You aren't companions./You're not companions. **6.** We aren't in the car./We're not in the car. **7.** He isn't in front of Sister Lo./He's not in front of Sister Lo. **8.** They aren't in my bag pack./They're not in my back pack. **9.** You aren't upset./You're not upset. **10.** It isn't behind the stake center./It's not behind the stake center.

D. **1.** The church is true. It is true. **2.** God is perfect. He is perfect. **3.** The water is hot. It is hot. **4.** Elder Liu is from Taiwan. He is form Taiwan. **5.** The gospel is wonderful. It is wonderful. **6.** Martha is sad today. She is sad today. **7.** My companion and I are not sick. We are not sick. **8.** Brother Hardesty and Brother Davis are in class. They are in class. **9.** Prophets are important. They are important. **10.** Brother Tanner is the branch president. He is the branch president.

E. **1.** Are you cold? **2.** Is this daily planner new? **3.** Is Elder Ting a zone leader? **4.** Is Jesus Christ our Savior? **5.** Is Thomas S. Monson our living prophet? **6.** Is this book interesting? **7.** Is the key on the table? **8.** Is Brother Nihipali in Tonga? **9.** Are Elder Lee and Elder Ulu at the meeting? **10.** Are Jack and Marco brothers? **11.** Are Sister Atagi and I companions? **12.** Are you 20 years old? **13.** Is the Salt Lake Temple in Utah? **14.** Is my backpack heavy?

I. **1.** The tree is the love of God. **2.** The rod of iron is the word of God. **3.** The large and spacious building is vain imaginations and the pride of the children of men. **4.** The river of filthy water is the depths of hell. **5.** The mists of darkness are the tempations of the devil.

4 *Be* Verb: Past Tense

A. **1.** were **2.** was **3.** were **4.** was **5.** were **6.** were **7.** was **8.** was **9.** were **10.** was

B. **1.** were **2.** were **3.** was **4.** was **5.** was **6.** were **7.** were **8.** were **9.** was **10.** were

C. **1.** was not/She wasn't in church yesterday. **2.** were not/They weren't faithful. **3.** were not/They weren't at home in the evening. **4.** was not/She wasn't from Tonga. **5.** was not/He wasn't lonely anymore after his baptism. **6.** were not/ We weren't in a hurry. **7.** were not/They weren't late for church. **8.** was not/He wasn't in his office. **9.** was not/ She wasn't sick last week. **10.** was not/He wasn't a righteous king.

D. **1.** Was Joseph Smith from Verdes, California? No, he wasn't. **2.** Was Joseph Smith lazy? No, he wasn't. **3.** Was he born on December 25, 1804? Yes, he was. **4.** Was his father a farmer? Yes, he was. **5.** Were his parents spiritual? Yes they were. **6.** Was Joseph Smith a good father? Yes, he was. **7.** Was Joseph Smith interested in any religions? No, he wasn't. **8.** Was he a hard worker? Yes, He was. **9.** Was his mother Jane Smith? No, she wasn't. **10.** Was Joseph Smith confused about religion? Yes, he was. **11.** Was Joseph Smith a powerful instrument in the hands of the Lord? Yes, he was.

E. **1.** When was **2.** How was **3.** How was **4.** Why were **5.** What was **6.** What was **7.** Where was **8.** Who was

Review: State of Being

A.

Elders: This Elder Samuelson.

Bishop: Hello Elder Samuelson. Is your schedule full tonight? I am very busy tonight with interviews and there is a family who needs help. Are you free?

Elders: We <u>were</u> free, but we just had a phone call about an appointment and we <u>are</u> busy until 7:30pm. We are free after 7:30 and would love to help. Who is the family?

Bishop: The Jones family.

Elders: Elders: Oh yes, we met them a couple of weeks ago. <u>Are</u> they new in our ward?

Bishop: Yes, they are. They <u>were</u> in our ward about 10 years ago and just moved back again.

Elders: What can we do for them? <u>Is</u> someone sick?

Bishop: No, they are all well, but they just had some very bad news. They <u>are</u> very worried about one of their children. Please go and talk with them. I will come after my interviews. Thank you for your help Elders.

Elders: <u>We</u> are happy to help. Earlier this week, we talked about visiting them, so this was a good opportunity for us. Thank you Bishop.

B. Good afternoon. We are missionaries from the Church of Jesus Christ of Latter-day Saints. This is Elder Henderson and I am Elder Jones. My companion and I are excited to share a message with you about God. God is our Father. He lives in heaven. So we are all sons and daughters of that Heavenly Father. Before we came to earth, we were all in heaven together as spirit children of God. I was there and so were you. So, we are all brothers and sisters. God is a loving parent and He knows each one of us personally.

5 Possessive Nouns and Pronouns

A. **1.** our **2.** our **3.** your **4.** your **5.** Our **6.** Our **7.** My **8.** your **9.** your **10.** your **11.** their

B. **1.** theirs **2.** ours **3.** hers **4.** yours **5.** ours **6.** his **7.** ours **8.** yours

C. **1.** sister missionaries'/Their number **2.** My brother's/His name **3.** Sister Taolangi's/her letter **4.** our investigators'/their addresses **5.** Elder Lee's/his bike **6.** Sister Atagi's/her house

D. **1.** Not, it's not mine. It's Sister Johnson's. **2.** This is not Elder Brown's bike. His is at home. **3.** It's her's. **4.** Is this the Smth's house? No, this is not theirs. **5.** Is that Elder Wyman's tie? No, that's not his.

E. **1.** Our Father's plan is for everyone. **2.** God sent His prophets to reveal the truth. **3.** That promise is yours. **4.** Are you familiar with our church? **5.** My life is a blessing. **6.** I am grateful for my blessings. **7.** We should listen to their words. **8.** Can we have the lesson at your house?

F. **1.** I shared my testimony with my brother last night. **2.** Their car is bigger than ours. **3.** Their baptism was really good. How was yours? **4.** Our Father sent His Beloved Son. **5.** Brother Brown brought his friend from work to church. **6.** A witness from the Holy Ghost is the foundation of their faith. **7.** Our Heavenly Father sent His Son, Jesus Christ. **8.** The Book of Mormon is the keystone of our religion. **9.** Sister Smith found her skirt, but Sister Hinckley could not find hers. **10.** Evidence of God love for his children is the truth he reveals through prophets. **11.** Heavenly Father will answer yours prayer through his Spirit. **12.** To develop your faith, you should pray for the Spirit.

G. **1.** Whose book is that? It is my book. It is mine. **2.** Whose dress is that? It is my sister's dress. It's hers. **3.** Whose house is that? It is the Weinstrock's house. It's theirs. **4.** Whose suitcase is that? It's my grandfather's suitcase. It's his. **5.** Whose car is that? It's Sister Lane's car. It's her car. **6.** Who's cheese is that? It's my cheese. It's mine.

H. **1.** your families, my name, your wives, your children **2.** your fields, your flocks, your houses, your household, your enemies, your fields, your closets, your secret places, your wilderness, your hearts, your welfare, your prayer

Review: Possession and Ownership

A. 1. ours preparation => our preparation 2. mine laundry => my laundry 3. companion name => companion's name 4. her mission => his mission 5. the same as my => the same as mine 6. theirs names => their names 7. Jessica family => Jessica's family

C. 1. love my family. 2. Every person on earth is a member of God's family. 3. Joseph Smith's family members were religious. 4. Many people are concerned for their families. 5. Will you repent of your sins? 6. Lute served her mission in New Zealand. 7. His love for us was so great that He gave us His Son. 8. The decision to live the gospel is ours. 9. The responsibility to act is yours. 10. His family lives in California. How about yours? 11. It was my companion's turn to share his testimony. 12. Sister Ting's testimony brought the spirit to the meeting. 13. Elder Tuitupo and Elder Smith wrote a letter to their new investigators.

6 Simple Noun Clauses

A. Baptismal Interview Questions

1. Do you believe that God is our Eternal Father? Do you believe that Jesus Christ is the Son of God, the Savior and Redeemer of the world?
2. Do you believe the Church and gospel of Jesus Christ have been restored through the Prophet Joseph Smith?
   Do you believe that [current Church President] is a prophet of God? What does this mean to you?
3. What does it mean to you to repent? Do you feel that you have repented of your past transgressions?

C. **1.** He believes that God answers his prayers. **2.** We know that God blesses us. **3.** He thinks/said/believes that he had a great companion. **4.** He thinks that he receives blessings often. **5.** Do you believe that you will be saved someday?

7 Simple Present Tense

A. **1.** calls **2.** reject **3.** reveal **4.** tells **5.** teach **6.** directs **7.** testify **8.** contains **9.** teaches

B. **1.** testify **2.** love **3.** obeys **4.** keeps **5.** have **6.** wake **7.** exercise **8.** take **9.** eat **10.** read **11.** study **12.** practice **13.** go **14.** return **15.** plan **16.** go

C. **1.** Does the Book of Mormon contain the fullness of the gospel? **2.** Does the Holy Ghost teach us through quiet feelings? **3.** Do we start our prayers by addressing our Heavenly Father? **4.** Does the law of chastity prohibit abortions? **5.** Do we donate money to the church to help the needy? **6.** Do we grow in faith as we serve? **7.** Does this doctrine allow us to be spiritually reborn? **8.** Do we make sacred covenants in the temple? **9.** Does sacrament meeting begin at seven o'clock? **10.** Does Heavenly Father know our weakness?

D. **1.** Where do they live? **2.** Who loves each one of us? **3.** Who invites people unto come to Christ? **4.** When do we have our zone meeting? **5.**Who presides over all the missionaries? **6.** What does Elder Lee read every day? **7.** What does the Smith family do every Monday?

E. **1.** God has a body of flesh. **2**. Sins lead us to unhappiness. **3**. Heavenly Father knows our weaknesses. **4.** God expects us to obey him. **5.** Worthy priesthood holders desire to obey God's commandments. **6.** We make sacred covenants in the temple. **7.** We learn the importance of agency. **8.** We end prayers in the name of Jesus Christ. **9.** We start our prayers by addressing our Heavenly Father.

F. **1.** The gospel blesses us with hope. **2.** The scriptures show us the way. **3.** He prays. **4.** The gospel blesses us with many things. **5.** He does not want to go. **6.** She rides the bus every day. **7.** He does not like spicy food. **8.** Does she like the food?

8 Adjectives and Adverbs

A. (Answers will vary.)

B. **1.** Families are important. **2.** We have a black car. **3.** The house is big. **4.** Elder Samoa had a big sandwich. **5.** All the missionaries are faithful. **6.** Sister Tonga is tall. **7.** Sister Atangi wore a long skirt. **8.** Talo has a strong testimony. **9.** The weather was hot. **10.** Sister Smith has a cute dog.

C. **1.** c. always **2.** a. never **3.** c. always **4.** b. sometimes **5.** c. usually **6.** c. always **7.** c. often **8.** c. almost always

D. (Answers wil vary.)

E. **1.** Quiet **2.** Subtle **3.** Loud **4.** Harsh **5.** Still

G. **1 Kings 19:12** - still, small **2 Nephi 31:18-19** - strait, narrow, eternal **Alma 8:10** - mighty **Mosiah 15:11** - holy **1 Nephi 1:14** - great, marvelous, merciful **1 Nephi 11:35; 12:18** - large, spacious, vain, great, terrible, eternal, forever **1 Nephi 2:16** - young, large, great **Moses 6:31** - slow **Alma 53:20** - valiant, true

Review: Describing

A. Joseph Smith's mother had an unusual spiritual experience not long before his birth. His father was a religious man. Joseph Smith was prayerful by nature. As a youth, Joseph was shown heavenly visions which taught many precious truths. On January 18, 1827, he married Emma Hale. Emma was genuinely religious. Joseph Smith was always patient in afflictions. He was a remarkable leader.

C. **1.** Sincere faith is very important. **2.** This is an important principle. **3.** That is a good question. **4.** When we are obedient, we receive blessings. **5.** Joseph Smith was a faithful prophet. **6.** The decisions that you make are important. **7.** Elder Atagi is a diligent missionary. **8.** Families are important to God. **9.** Families are important to God. **10.** My family often prays together in the morning. **11.** Elder Lee and Elder Smith rarely eat dinner at home. **12.** The missionaries always get up at 6:30 in the morning.

9 Modals of Ability

A. **1.** can't, can't, can't, can, can, can **2.** could, can **3.** couldn't, couldn't, could, can **4.** could, can, can

B. **1.** Can the Holy Ghost can help us to recognize the truth? Yes, he can. **2.** Could they hear the choir singing? Yes, they could./No, they couldn't. **3.** Can you know for yourself that the Book of Mormon is true? Yes, you can. **4.** Can my companion can recite D&C Section 4? Yes she/he can./No she/he can't. **5.** Could we teach the James family the third lesson yesterday? Yes, we could./No we couldn't. **6.** Can Mr. Huff feel the Spirit when we teach? Yes, he can./No he can't.

C. **1.** How well could Mrs. Haynes feel the Spirit during the lesson? **2.** How well can the missionaries use English during ward council meeting? **3.** How well can Brother Carlos can speak Spanish? **4.** How well can I tie a necktie? **5.** When I was in the MTC, how well could I teach a lesson in English? **6.** How well can my companion and I can cook dinner?

D. **1.** Who can take us to our appointment? **2.** What can provide answers to life's questions? **3.** Who can come with us to the lesson? **4.** What can give us strength? **5.** What can teach us what is right? **6.** Who couldn't attend sacrament meeting last Sunday?

E. **1.** We can ~~to~~ forgive others. **2.** I can ~~to~~ be happy. **3.** He can learn the gospel. **4.** Before, I could speak English only a little. **5.** Last week, she couldn't read the scriptures. **6.** I know that when we pray, we can feel God's love. **7.** Can we talk to your friends about our message? **8.** They could not attended church last week.

10 Modal of Necessity

A. **1.** We must become what Heavenly Father wants us to be. **2.** You must share your testimony with others as often as possible. **3.** In order to enter the temple, you must show your temple recommend. **4.** We must be faithful. **5.** We must talk to the bishop right away. **6.** You must have a driver's license in order to drive on your mission. **7.** Sister Tou must call home because her father is sick. are **8.** All the missionaries must obey the mission rules. **9.** Missionaries must get up at 6:30 every morning. **10.** We must keep the Sabbath day holy.

B. **1.** If we arrive late, they will leave without us. We must not be late. **2.** Drinking coffee is against the Word of Wisdom. I must not drink it. **3.** You must not make noise during sacrament meeting. **4.** We must not partake of the sacrament unworthily. **5.** We must not follow Satan. **6.** As missionaries, we must not break the laws of the country. **7.** Missionaries must not wear immodest clothing. **8.** We must not believe false doctrines. **9.** You must not forsake the Savior. **10.** Missionaries must not listen to unauthorized music.

C. **1.** We must not make unto us any graven image. **2.** We must not take the name of the Lord our God in vain. **3.** We must remember the Sabbath day and keep it holy. **4.** We must honor our father and mother. **5.** We must not kill. **6.** We must not commit adultery. **7.** We must not steal. **8.** We must not bear false witness against our neighbor. **9.** We must not covet.

D. **1.** We must keep the Sabbath day holy. **2.** We must love one another. **3.** You must pray about the message of the Restoration. **4.** I must read the scriptures every day. **5.** We must follow Jesus Christ. **6.** You must choose the right. **7.** We

must repent of our sins. **8.** True faith must be centered in Jesus Christ. **9.** We must pay tithing faithfully. **10.** What must I do?

E. **2.** Investigators must desire to be baptized. **3.** Investigators must have broken hearts and contrite spirits. **4.** Investigators must repent of all their sins. **5.** Investigators must be willing to take upon them the name of Christ. **6.** Investigators must have a determination to serve Christ to the end. **7.** Investigators must manifest by their works that they have received the Spirit of Christ unto a remission of their sins. **8.** Investigators must develop faith in Christ. **9.** Investigators must live the principles of moral worthiness. **10.** Investigators must commit to pay tithing. **11.** Investigators must receive all the missionary lessons. **12.** Investigators must meet the bishop or branch president. **13.** Investigators must attend attend several sacrament meetings.

11 Modals for Making Invitations or Requests

A. **Phrases: 1.** e **2.** f **3.** a **4.** d **5. b 6.** c **Requests: 2.** Will you read a scripture from the Book of Mormon? **3.** Would you lead today's companion study? **4.** Will you start Family Home Evening? **5.** Could you read the appointments? **6.** Wilt thou help me believe?

B. **2.** Will you please read a scripture from the Book of Mormon?/ Will you read a scripture from the Book of Mormon, please? **3.** Would you please lead today's companion study?/ Would you lead today's companion study, please? **4.** Will you please start Family Home Evening?/ Will you start Family Home Evening, please? **5.** Could you please read the appointments?/ Could you read the appointments, please? **6.** Wilt thou please help me believe?/ Wilt thou help me believe, please?

C. **1.** a, c **2.** b,c **3.** a,b **4.** a,b,c **5.** b,c

12 Modals for Asking Permission

A. Note: Can/could/may are interchangeable. Use may for the most poite requests. These answers are give a suggested modal. **1.** Can I ask you a question? **2.** May we come to your house? **3.** Could I sit here? **4.** May I use your bathroom? **5.** May I borrow your scripture pencil? **6.** Could I get a drink of water? **7.** Could we ride to church with you? **8.** Can we meet with the bishop? **9.** Could I wash my hands in your sink? **10.** Can we visit you at 4:30?

B. **1.** Can I please ask you a question? **2.** May we please come to your house? **3.** Could I please sit here? **4.** May I please use your bathroom? **5.** May I please borrow your scripture pencil? **6.** Could I please get a drink of water? **7.** Could we please ride to church with you? **8.** Can we please meet with the bishop? **9.** Could I please wash my hands in your sink? **10.** Can we please visit you at 4:30?

C. Note: An excuse or apology is usually given with a negative response. The answers here are suggestions. **1.** Can I please ask you a question? Yes, you can./No, you can't. I am late for a meeting. **2.** May we please come to your house? Yes, you can./Sorry, you can't. It is being renovated. **3.** Could I please sit here? Yes, you can./Sorry, I think tht someone is already sitting there. **4.** May I please use your bathroom? Yes, of course you may./No, you can't. It is for employees only. **5.** May I please borrow your scripture pencil? Yes, you can./No, I am still using it. **6.** Could I please get a drink of water? Yes, you can./No, you can't. This water is not safe to drink. **7.** Could we please ride to church with you? Certainly./Sorry, our car is full. **8.** Can we please meet with the bishop? Yes, you can./No, he's not here tonight. **9.** Could I please wash my hands in your sink? Yes, you can./No, it's borken. **10.** Can we please visit you at 4:30? Yes, you can./No, I will still be at work.

13 Modal for Suggestions

A. **1.** You should drive carefully. **2.** We should teach him about the Word of Wisdom. **3.** We should discuss this in ward council meeting. **4.** We should visit her today. **5.** Elder, you should sing a hymn! **6.** Missionaries should change their lesson plans to meet the need of those they teach. **7.** You should read the scriptures in both English and your native language. **8.** I should speak English every day. **9.** When we pray, we should listen to the promptings of the Spirit. **10.** Missionaries should use members' names when talking to them.

B. **1.** shouldn't last **2.** should follow **3.** should use **4.** shouldn't change **5.** should bear **6.** should be **7.** should be **8.** should use **9.** should focus **10.** shouldn't memorize **11.** shouldn't be **12.** shouldn't sit

14 Gerunds

A. **1.** paying tithing **2.** helping others **3.** smoking cigarettes **4.** keeping the Commandments **5.** setting goals **6.** teaching **7.** loving our neighbors **8.** reading the scritpures **9.** finding five new investigators **10.** setting goals

B. **1.** doing missionary work **2.** drinking coffee **3.** attending church **4.** smoking **5.** teaching the first discussion **6.** cooking lunch **7.** doing her homework **8.** feelinging the Spirit **9.** baptizing Linda **10.** attending all the Church meetings

C. **2.** c: Receiving the gift of the Holy Ghost is the second ordinance of the gospel. **3.** a: Repenting of all our sins is the second principle of the gospel. **4.** b: Getting baptized is the first ordinance of the gospel. **5.** g: Confessing our sins to God is the third step of repentance. **6.** i: Correcting the problems is the last step of repentance. **7.** e: Recognizing our sins is the first step of repentance. **8.** h: Asking God to forgive us is the fourth step of repentance. **9.** f: Feeling godly sorrow is the second step of repentance.

D. **1.** stopped drinking coffee **2.** quit smoking **3.** avoided working on Sundays **4.** mind making less money **5.** go shopping **6.** deny feeling the spirit **7.** liked reading the Book of Mormon **8.** kept praying **9.** enjoyed spending time with the missionaries **10.** considered getting baptized.

15 Infinitives

A. **1.** to fall **2.** to meet **3.** to have **4.** to get **5.** to ride **6.** to attend **7.** to speak **8.** to obey **9.** to live **10.** to work

B. **1.** to bring **2.** to get **3.** to help **4.** to call **5.** to attend **6.** to visit **7.** to build **8.** to pray **9.** to exercise **10.** to eat

C. **1.** The investigator promised to attend Church with us. **2.** Sister Brown agreed to give Jane a ride to Church. **3.** Jack refused to hear the message about Jesus Christ. **4.** The investigator is learning how to communicate with God. **5.** Missionaries offered to help investigator with daily scriptures study. **6.** They are planning to visit some less active members this morning. **7.** The missionary failed to get hold of Jack. **8.** The missionary forgot to bring his copy of Preach My Gospel. **9.** The investigator wanted to get baptized next Sunday. **10.** The investigator is trying to obey the Word of Wisdom.

D. **2.** c: We go to Church to worship God. **3.** a: We partake of the sacrament to renew our covenants. **4.** b: We get baptized to make covenants with God. **5.** f: We abstain from tobacco to obey the Word of Wisdom. **6.** d: We pray to God to communicate with Him. **7.** h: We read the scriptures to gain knowledge about God. **8.** g: Priesthood holders use the priesthood to bless others. **9.** j: Missionaries represent the Savior to persuade others to come unto God. **10.** i: God called Joseph Smith as a prophet to restore the fullness of the Gospel.

E. **1.** The missionaries called Brother Smith to reserve the baptism font. **2.** We watch general conference to listen to talks from Church leaders. **3.** They went to the bishop's office to ask for his help. **4.** Will you pray to know that what we have taught is true? **5.** Christ paid the penalty for our sins to fulfill the plan of salvation. **6.** Dixon called the missionaries to cancel the appointment. **7.** Diana invited the missionaries to her house to learn about the Church. **8.** My companion and I went to the mall to buy some groceries. **9.** Nephi and his brothers went back to Jerusalem to get brass plates from Laban. **10.** Nephi built a ship to carry his family to the promised land.

Review: Expressing Desire, Need, Preference, etc.

B. **1.** Permission **2.** Ability **3.** Ability **4.** Ability **5.** Permission **6.** Permission **7.** Ability **8.** Permission **9.** Permission **10.** Ability **11.** Permission **12.** Permission

C. **1.** Could you please call Sister Jones about our appointment? Modal Type: Request **2.** We should be kind to them. Modal Type: suggestion **3.** You must keep the word of wisdom to be baptized. Modal Type: Necessity **4.** Will you read the first verse for us? Modal Type: Request **5.** I must get a temple recommend. Modal Type: Necessity

D. **1.** a,d **2.** a, b **3.** a, d **4.** b, c **5.** a, d

E. **Suggested Answer:** Hello, this is Sister Manu and Sister Bridges. Can you to come to church tomorrow? (ability) The bishop asked if you could please give the prayer. (request) We would love to see you. Also, could we please come to your house and give you a lesson? (permission) When could we come? (Could is more polite than can.) Could you please tell us what time you want us to be there? (request) By the way, we have an extra person working with us right now. Her name is Sister Sola. May we invite her to our next appointment too? (permission) She would love to meet you. We will call you back. Thank you.

F. **Suggested Answer:** Dear President Robertson, We are having some problems in our area. We have many appointments, but we cannot get to all the appointments on time. I can ride a bike, but my companion can't. I can teach him though. Could we please buy bikes? Could you please think about it and see how you feel? They will help us get to appointments faster. May we call you next week to talk about this more? Could we call you before we leave the apartment in the morning? Thank you. Sincerely, Elder Wright and Elder Frey

16 Present Progressive

A. **1.** is raining **2.** is wearing **3.** are going **4.** are looking **5.** are praying **6.** is playing **7.** are (you) doing, am picking **8.** am working **9.** is eating **10.** is eating **11.** is conducting **12.** are teaching **13.** is sharing **14.** is helping

B. **1.** Elder Lee is studying. Elder Lee is not studying. Is Elder Lee studying? **2.** Sister Long and Sister Atagi are cooking. Sister Long and Sister Atagi are not cooking. Are Sister Long and Sister Atagi cooking? **3.** My companion and I are reading. My companion and I are not reading. Are my companion and I reading? **4.** The bishop is talking. The bishop is not talking. Is the bishop talking? **5.** The mission president and his wife are teaching. The mission president and his wife are not teaching. Are the mission president and his wife are teaching? **6.** Our investigators are progressing. Our investigators are not progressing. Are our investigators progressing? **7.** My parents are laughing. My parents are not laughing. Are my parents laughing? **8.** Five missionaries are crying. Five missionaries are not crying. Are five missionaries crying? **9.** We are sleeping. We are not sleeping. Are we sleeping? **10.** Elder Lo and Elder Tonga are singing. Elder Lo and Elder Tonga are not singing. Are Elder Lo and Elder Tonga Sleeping?

C. **1.** Q:What is Brother Moa Watching? **2**. Q: Where is our meeting? **3.** Q: What are children singing? **4.**Q: What are Sister missionaries teaching Mark about? **5.** Q: What is Brother Lung doing? **6.** Q: When are we meeting him?

D. **1.** Q: Who is feeling very tired right now? **2.** Q: Who is conducting the meeting today? **3.** Q: Who is coming home right now? **4.** Q: Who is eating lunch? **5.** Q: Who is getting baptized? **6.** Q: Who is making a concentrated attack on families?

E. **1.** Where are they going? **2**. They are working hard these days. **3.** How are you doing today? **4.** Why are you working today? **5.** Do they going to church? **6.** Brother Hau is coming to fix the bike. **7.** They are playing ball. **8.** I am reading the Book of Mormon. **9.** Right now, we are teaching the Anderson family.

F. **Sample Answers: Picture A.** Jesus Christ is visiting the American continent. His is standing in front of the temple. He is teaching the people and telling them about his will for them. In the picture, he is reaching out his hands to invite people to come to him. The people are moving closer to Him so they can hear. A mother is sending her child to be near Jesus. The people want to hear him. **Picture B.** Lehi and his family are travelling to the Promised Land. They are sailing on a boat. Someone is pointing to land

from the front of the boat. Sariah is holding Lehi's arm. Lehi is looking toward heaven. He is grateful to God. Birds are flying overhead. Everyone is standing on deck to see land. The are excited and happy. **Picture C.** Some disciples are standing around a table. A few are sitting. They are wearing long robes. One of Jesus' disciples is sitting in a chair. Jesus is kneeling at his feet. Jesus is serving his disciples. He is washing their feet one by one.

17 Direct and Indirect Objects

A. (I) saw a pillar of light exactly over my head, above the brightness of the sun, which descended gradually until (it) fell upon [me]… When the light rested upon [me], (I) saw two personages, whose brightness and glory defy all description, standing above [me] in the air. One of (them) spake unto [me], calling [me] by name and said, pointing to the other—This is My Beloved Son. Hear [Him]!"

B. **1.** We helped him. **2.** It cleanses us. **3.** He knows us. **4.** I saw it (the book). **5.** She said it (the truth). **6.** We see him. **7.** We can receive them (blessings). **8.** We can do it. **9.** We build them (temples). **10.** We have them. (God's commandments) **11.** I'll do it! **12.** God blesses her. **13.** They love me. **14.** We receive it. (an answer) **15.** We overcome them (obstacles).

C. 37. And behold, as the **tree** beginneth to grow, ye will say: Let us nourish it with great care, that it may get root, that it may grow up, and bring forth fruit unto us. And now behold, if ye nourish it with much care it will get root, and grow up, and bring forth fruit. 38. But if ye aneglect the **tree**, and take no thought for its nourishment, behold it will not get any root; and when the heat of the sun cometh and scorcheth it, because it hath no root it withers away, and ye pluck it up and cast it out.

D. **1.** 1 Nephi 17: 6 (them = afflictions and difficulty) **2.** 1 Nephi 19:7 (him = the God of Israel) **3.** 2 Nephi 33:1-2 (them = the many who harden their hearts) (it = the Holy Spirit) **4.** Alma 5:45-46 (them = all the things that God revealed to Alma) **5.** D&C 123:12 (it = the truth) **6.** D&C 130:1-2 (him = the Savior) **7.** D&C 131:1-3 (it = the highest degree of glory in the celestial kingdom) **8.** Amos 8:12 (it = the word of the Lord)

E. **1.** They taught me the gospel. **2.** Please show me your scriptures. **3.** Please explain the grammar to me again. **4.** She did not get the Book of Mormon for me. **5.** I told them the Joseph Smith story. **6.** He gave the scriptures to John. **7.** Please provide referrals to me. **8.** My companion and I prepared the lesson for our investigators. **9.** Joseph Smith restored the gospel for everyone on earth. **10.** He repeated the information to me.

F. **1.** I handed my mission president my report. I handed it to my mission president. **2.** We taught that man a lesson. We taught it to that man. **3.** He cooked his companion a lot of food. He cooked it for his companion. **4.** He gave us those referrals. He gave them to us. **5.** I read my investigators the Book of Mormon. I read it to my investigators. **6.** I showed him the Liahona magazine. I showed it to him. **7.** I handed my companion his new planner. I handed it to my companion. **8.** On preparation day, I sent my mom a letter. On preparation day, I sent it to my mom. **9.** One of the ward members made my companion and me lunch. One of the ward members made it for my companion and me. **10.** The district leader told the district a story. The district leader told it to the district.

G. **1.** They are getting our investigators a ride. **2.** Missionaries sent a copy of the Book of Mormon to John. **3.** Elder Wang is writing a letter to his parents. **4.** Relief Society sisters are making lunch for Sister Yang. **5.** My new companion showed my new area to me. **6.** I found him a good scripture. **7.** She wrote me her conversion story.

H. **1.** God provided a plan for us. **2.** The Spirit teaches us the truth. **3.** Christ gave his life for us. **4.** The Lord promises us blessings when we obey. **5.** The ward missionaries taught the new members the new member lessons. **6.** The Atonement gives us hope. **7.** Jesus gave the apostles authority. **8.** God revealed the fullness of the gospel to Joseph Smith.

K. **1.** God explained the Word of Wisdom to Joseph Smith. **2.** God revealed it to Adam. **3.** Do we need to study right now? **4.** I need to teach them the gospel. **5.** Heavenly Father blesses us. **6.** Sister Smith invited us to the dinner.

18 Future Tense

A. **1.** will train / He'll train the missionaries next month. **2.** will study / They'll study the scriptures together this evening. **3.** will become / He'll become a successful missionary in the future. **4.** will take / She'll take the missionary lessons tomorrow. **5.** will plan / We'll plan for tomorrow. **6.** will receive / You'll receive blessings from Heavenly Father later. **7.** will pray / They'll pray for the missionaries in the field on fast Sunday. **8.** will perform / I'll perform at the Christmas party next month. **9.** will return / She'll return home in two weeks.

B. **1.** He won't train the missionaries next month. **2.** They won't study the scriptures together this evening. **3.** He won't become a successful missionary in the future. **4**. She won't take the missionary lessons tomorrow. **5.** We won't plan for tomorrow. **6.** You won't receive blessings from Heavenly Father later. **7.** They won't pray for the missionaries in the field on fast Sunday. **8.** I won't perform at the Christmas party next month. **9.** She won't return home in two weeks.

C. **1.** Will Elder Atagi baptize Sam this Sunday? **2.** Will Heavenly Father bless the righteous? **3.** Will all of our investigators attend sacrament meeting with us? **4.** Will we suffer physical death at the end of this life? **5.** Will we remain in the spirit world until the resurrection? **6.** Will the repent and obedient live in the Celestial Kingdom? **7.** Will the unrepentant and disobedient live in the Celestial Kingdom? **8.** Will Elder Lihipali call a day before to appointment for confirmation? **9.** Will the Lord guide you?

D. **1.** When will we meet with the ward mission leader? **2.** Why will you pray about our message? **3.** What will I feel when I pray? **4.** Why will we visit the Brown family today? **5.** When will Elder Smith and Elder Liu teach Manu's family? **6.** When will Susan get baptized? **7.** Where will we go street contacting tomorrow?

E. **1.** Will the Lord forgive our sins? 2. When will you call Jack? 3. The Lord will bless you and your family. 4. We are going to visit Sister Smith tomorrow. 5. How will we receive eternal life? 6. Where are we going to wait for Sister Tonga? 7. We will give you a copy of the Book of Mormon.

G. 1. He will visit Mike. 2. We are going to visit the Andersons. 3. She is going to be baptized soon. 4. Elder Smith is going to baptize Jenna. 5. Sister Vaka will arrive next week. 6. I will pray tonight.

19 Present Perfect Tense

A. **1.** Elder Fele has lost his bike. **2.** I have eaten lunch. **3.** Ellen has won the game. **4.** John has read the Book of Mormon. **5.** My mother has bought a car. **6.** The Bishop has not met him. **7.** Fia has left. **8.** Sister Ting has not written a book. **9.** I have been sick. **10.** I have had the same kinds of questions.

B. **1.** Sister Taolangi and Sister Atagi have cooked dinner together. **2.** She has finished the book. **3.** Our investigators have not called us. **4.** The Elders have worked very hard to find new investigators. **5.** The sister missionaries have walked for a long time. **6.** Elder Fauate's testimony has touched their hearts. **7.** My family has supported me a lot. **8.** Sister Ulu has realized how much she loved her family. **9.** Christ has atoned for our sins. **10.** Heavenly Father has blessed us a lot.

C. **1.** He has brought three copies of the Book of Mormon. **2.** It has broken. 3. They have built a new temple. **4.** She has caught a cold. **5.** They have chosen a new place to live. **6.** We have driven this car for a long time. **7.** They have not cut their hair since last month. **8.** She has not drunk coffee since she learned about the Word of Wisdom. **9.** They have not found their key yet. **10.** It has not grown a lot. **11.** You have not given me the Book of Mormon yet.

D. **1.** Ellen has become our investigator. **2.** Sister Ting and Sister Lo have known each other for a long time. **3.** Someone has stolen my bike. **4.** Elder Tonga has been upset since yesterday. **5.** Elder Liu has left his Preach My Gospel manual on the desk. **6.** One of our progressing investigators has not drunk coffee since last month. **7.** Prophets have taught people about God. **8.** Jena has read the Book of Mormon in the morning for 10 years. **9.** Elder Fiaui has felt tired since this morning. **10.** I have had this camera last year. **11.** We haven't taught Elina about the Word of Wisdom. **12.** Elder Lee has been in the mission field since last year.

E. **1.** I have not gone home for 20 years. **2.** We have been hungry since this morning. **3.** We have taught him for two months. **4.** She has studied English since her birthday. **5.** Our investigator has not smoked since we met. **6.** I have known the Bishop for many years. **7.** Sister Li has been sick for two days. **8.** We have owned our car since June. **9.** He hasn't worked since yesterday morning. **10.** Elder Lo has had a cold since Monday.

F. **1.** Has Jack ever read the Book of Mormon? **2.** Have you ever heard of Joseph Smith? **3.** Has Elder Green ever gone on splits with other missionaries? **4.** Has Sister Tonga ever been to Navoo? **5.** Have you ever argued with your companion? **6.** Have you ever gone to the Visitor's Center? **7.** Has your new investigator ever listened to any General Conference talks? **8.** Has Susan ever felt the spirit? **9.** Have you ever wondered why we're here? **10.** Have you ever complained about the mission rules?

G. **1.** Jack has never read the Book of Mormon. **2.** You have never heard of Joseph Smith. **3.** Elder Green has never gone on splits with other missionaries. **4.** Sister Tonga has never been to Navoo. **5.** You have never argued with your companion. **6.** You have never gone to the Visitor's Center. **7.** Your new investigator has never listened to any General Conference talks. **8.** Susan has never felt the spirit? **9.** You have never wondered why we're here. **10.** You have never complained about the mission rules.

J. **1.** How long have you been a missionary? **2.** We have been here for seven months. **3.** She has lost her bike. **4.** The bishop has given us two referrals. **5.** Where have you been? **6.** Sister Smith has been faithful in the church since her baptism.

K. **1.** I ~~have~~ met him yesterday. **2.** Brother James and the bishop have known each other for 20 years. **3.** I ~~have~~ bought this dictionary in 2008. **4.** Sister Lee has been in America since September. **5.** I am so excited. We leave the MTC tomorrow. We have been here for three months. **6.** She has wanted to go. **7.** He has spoken to me. **8.** I know God has blessed my life. **9.** We have taught three families this week. **10.** We have known him for three months.

20 Phrasal Verbs / Two-Word Verbs

A. **1.** I need to laugh off mean comments. (disregard) **2.** We need to find out his name. (discover) **3.** They need time to think this problem over. (consider) **4.** We need to try that bicycle out before we buy it. (use to test) **5.** The Elders wrote their report up before ward council. (write) **6.** Please put back the hymn book when you are finished with it. (return) **7.** Hang up the phone when you are finshed. (end a call) **8.** We should help out the ward mission leader this week. (assist)

B. 1. I need to laugh them off. 2. We need to find it out. 3. They need time to think it over. 4. We need to try it out before we buy it. 5. The Elders wrote it up before ward council. 6. Please put it back when you are finished with it. (return) 7. Hang it up when you are finshed. 8. We should help him out this week.

C. **1.** make up **2.** talk over **3.** draw up **4.** run off **5.** pass out **6.** set up **7.** put up **8.** picked out **9.** turn up **10.** clear up **11.** find out

D. **1.** The Relief Society are going to make a program up. **2.** We will talk the plan over in the next ward council meeting. **3.** Brother Jones is a graphic designer and he will draw a flier up. **4.** Sister Tan will run all the fliers off at work. **5.** The ward members will pass fliers out to their friends. **6.** The young men will set the chairs up for the fireside. **7.** We will probably put some tables up in the cultural hall. **8.** Sister Asato has already picked some good songs out for the fireside.

E. **1.** The Relief Society are going to make it up. **2.** We will talk it over in the next ward council meeting. **3.** Brother Jones is a graphic designer and he will draw it up. **4.** Sister Tan will run them (all) off at work. **5.** The ward members will pass them out to their friends. **6.** The young men will set them up for the fireside. **7.** We will probably put them up in the cultural hall. **8.** Sister Asato has already picked them out for the fireside.

F. **1.** Where's my coat? It's raining. I need to put it on right now. **2.** We had a lesson scheduled for today, but our investigators put it off. **3.** Thank you for the $5. I will pay you back soon. / I will pay it back soon. / I will pay the $5 back soon. / I will pay back the $5 soon. **4.** Did they hand in the report? Did they hand the report in? **5.** I need your address. Please write it down. **6.** Tell them to clean the apartment up tomorrow. Tell them to clean up the apartment tomorrow. **7.** We need to pass out all these cards today. **8.** Please look up this scripture. (*at* was a preposition, not part of the phrasal verb)

H. **1.** lift up **2.** build up **3.** work out **4.** laid down **5.** reach out **6.** work out **7.** laid down **8.** build up **9.** reach out **10.** lift up

Review: Actions and Events

A. **1.** Sister Ting has been sick for a week. **2.** Heavenly Father loves us. **3.** The missionaries in our ward are baptizing/ have baptized many people. **4.** The missionaries gave a copy of the Book of Mormon to Jane. **5.** Sister Tonga will get transferred to a new area. **6.** Elder Williams has lost his key. **7.** We promise to keep God's commandment at our baptism. **8.** I will put on white clothes for my baptism. **9.** Elder Tuitupo has been in this area since Monday. **10.** My companion cooked dinner for me. **11.** Jane has received the gift of the Holy Ghost. **12.** My companion is speaking at the sacrament meeting now. **13.** We will pick them up for church on Sunday. **14.** The Savior has laid his life for us down.

B. **1.** God will confirm the truth to us through the Holy Ghost. **2.** Jack has been a strong church member since 2002. **3.**Will you repent of your sins? **4.** God knows you by your name. **5.** Elder Ting is reading the Book of Mormon now. **6.** The Lord will give you an answer. **7.** God sends us a prophet to reveal his truths. **8.** We are talking to people about prophets. **9.** God gave us commandments to help us to become like him. **10.** Will you invite your friends to the activity on Friday? **11.**The missionaries gave him a copy of the Book of Mormon. **12.** Have you ever received an answer to prayer? 13. I have never read the Book of Mormon.

G. **1.** The Wright family asked us over for dinner tomorrow. **2.** We need to find out the bishop's phone number. / We need to find the bishop's phone number out. **3.** They ate out last night. **4.** I will drop off the report tomorrow morning. / I will drop the report off tomorrow morning. **5.** My companion will set aside more study time next week. / My companion will set aside more study time next week. **6.** Our ward got together last night for a party. **7.** I will try out my new bike tomorrow. / I will try my new bike out tomorrow. **8.** Please write down your name. / Please write your name down. **9.** Jill gave up smoking last month. / Jill gave smoking up last month. **10.** I will bring up my children in the gospel. / I will bring my children up in the gospel.

21 Simple Past Tense

A. **Regular Verbs:** contacted, called, canceled, visited, shared, cleaned **Irregular Verbs:** gave, were, made, felt, was, got, went, wrote, did

B. Appeared **2.** Achieved **3.** Agreed **4.** Allowed **5.** Answered **6.** Asked **7.** Changed **8.** cleaned **9.** Closed **10.** Depended **11.** Entered **12.** Existed **13.** Explained **14.** Expressed **15.** Followed **16.** Helped **17.** Lived **18.** Liked **19.** Moved **20.** Needed **21.** Opened **22.** Remembered **23.** Served **24.** Influenced **25.** Confessed

C. 1. The zone leaders called the missionaries. **2.** My companion shared her lunch with me. **3.** Heavenly Father loved us so much. **4.** The mission president talked about "Using Our Time Wisely". **5.** Our ward mission leader invited us over for lunch. **6.** Someone wanted to talk to you. **7.** God answered our prayers. **8.** Elder Liu prayed with a sincere heart. **9.** The Lord revealed the gospel of Jesus Christ to prophets. **10.**We organized missionary firesides.

D. 1. Sister Lole ate her lunch at noon. 2. We went to church. 3. The recent converts grew in faith. 4. Many of our investigators came to church. 5. The gospel of Jesus Christ gave people hope. 6. Our investigators heard about the message of the Restoration. 7. My companion and I set daily goals. 8. Every missionary felt a sincere desire for happiness of other people. 9. Brother Smith brought some friends to the fireside. 10. We found eternal happiness in the gospel.

E. Lehi saw (see) a man in a white robe in his dream. The man told (tell) Lehi to follow him. Lehi prayed (pray) for help in the darkness. Then he saw (see) a tree with white fruits. When Lehi ate (eat) the fruit, he felt (feel) happy. He wanted (want) his family to eat it, too. He called (call) his family to come. Sariah, Sam, and Nephi came (come) and tasted (taste) the fruit. However, Laman and Lemuel did not come (not, come). Some people held (hold) the iron rod and traveled (travel) through the darkness to the tree. Some people did not make (not, make) it through the darkness. They did not go (not, go) to the tree. Instead, these

people went (go) to a spacious building. They made (make) fun of those who ate (eat) the fruit. Because of them, some people felt (feel) ashamed and left (leave) the tree.

F. **1.** My companion and I did not go tracting yesterday. **2.** The bishop did not give a talk in sacrament meeting this morning. **3.** We found many people to teach last week. **4.** Elder Mapu cooked dinner last night. **5.** It rained a lot last month. **6.** Brother Silva did not serve his mission in California. **7.** Many of our investigators did not progress a lot. **8.** John read the Book of Mormon every day. **9.** Sister Logo did not fellowship our investigators. **10.** Sister Ting and Sister Liu did not sing at the fireside.

G. **1.** Did God prepare a plan? **2.** Did Sister missionaries contact their investigators every day? **3.** Did Elders ask everyone for referrals? **4.** Did God establish families? **5.** Did people reject the word of God? **6.** Did God call prophets? **7.** Did Jesus Christ visit the Americas? **8.** Did Joseph Smith translate the Book of Mormon? **9.** Did God create the earth for us? **10.** Did it snow a lot last night?

H. **1.** Did Jesus Christ overcome spiritual death? **2.** Did we set a time for our next visit? **3.** Did Missionaries sit with their investigators at the sacrament meeting? **4.** Did the Lord forgive Alma the Younger? **5.** Did the Tonga family keep the Sabbath day holy? **6.** Did the Book of Mormon draw our investigators closer to God? **7.** Did my companion and I build strong relationship with members? **8.** Did the Gallagher family make the decision to join the Church? **9.** Did Elder Lim and Elder Smith run on their preparation day? **10.** Did Jena spend two hours reading the Book of Mormon? **11.** Did they ride their bikes to Church?

I. **1.** Yesterday, I <u>went</u> to the store. **2.** Before I <u>joined</u> the church, I <u>didn't</u> know how to pray. **3.** I <u>taught</u> many investigators yesterday. **4.** I <u>asked</u> for help many times, but he didn't answer. **5.** We <u>explained</u> the gospel to him, but he didn't get it. **6.** I <u>prayed</u> to God yesterday. **7.** Brother Jones <u>ordained</u> John to the priesthood last week.

22 Past Progressive

A. **1.** Where were you going: We were going to Church. **2.** Did you see Elder Lee and Elder Tonga? They were looking for you. **3.** We had to wait outside the bishop's office for a few minutes. Members of the bishopric were praying. **4.** I'm sorry. I didn't have time last night. I was working. **5.** Where was Jane? She was in the kitchen. She was eating lunch. **6.** The phone was ringing. **7.** Elder Toi was conducting our meeting this morning. **8.** The Elders were teaching the Lou family about the gospel of Jesus Christ. **9.** Elder Liu was sharing his testimony of Jesus Christ. **10.** I couldn't speak to the Elders. They were talking to our neighbors.

B. 1. Elder Lee was studying. Elder Lee was not (wasn't') studying. Was Elder Lee studying? **2.** Sister Long and Sister Atagi were cooking. Sister Long and Sister Atagi were not (weren't) cooking Were Sister Long and Sister Atagi cooking? **3.** My companion and I were reading. My companion and I were not (weren't) reading. Were we reading? **4.** The Bishop was talking. The Bishop was not (wasn't) talking. Was Bishop talking? **5.** The mission president and his wife were teaching. The mission president and his wife were not (weren't) teaching. Were the mission president and his wife teaching? **6.** Our investigators were progressing. Our investigators were not (weren't) progressing. Were our investigators progressing? **7.** My parents were laughing. My parents were not (weren't) laughing. Were my parents laughing? **8.** Five missionaries were crying. Five missionaries were not (weren't) crying. Were five missionaries crying? **9.** We were sleeping. We were not (weren't) sleeping. Were we sleeping? **10.** Elder Lo and Elder Tonga were singing. Elder Lo and Elder Tonga were not (weren't) singing. Were they singing?

C. **1.** What was brother Moa watching? **2.** Where was the meeting taking place? **3.** What were the children singing? **4.** What were the Sister missionaries teaching? **5.** What was Brother Lung praying for? **6.** What was I making?

D. **1.** Who was feeling sick last night? **2.** Who was conducting the sacrament meeting this morning. **3.** Who was Betsy visiting with? **4.** Who was eating lunch at noon? **5.** Who was having his baptismal interview? **6.** Who was reading a letter from home?

23 Adverbial Time Clauses

A. **1.** While **2.** until **3.** as soon as **4.** while **5.** Before **6.** After **7**. Before **8.** as soon as **9.** After

B. **1.** While you were talking on the phone, I updated our area book. **2.** We forgot to bring our phone! We will call Jane as soon as we get home. **3.** We will visit the Pule family before we go to lunch. **4.** I was a ward mission leader before I came on my mission. **5.** Let's eat first. After we finish eating, we will share a spiritual thought. **6.** Before we start the meeting, can we say a prayer? **7.** Brother Smith kindly fixed our bike while we were eating dinner at his house. **8.** The meeting will start as soon as the president get here. **9.** Before we leave, can we leave a blessing with you? **10.** Jane came to our appointment after she finished work.

C. **1.** We will continue to pray for you until you get well. **2.** After she got baptized, Jane received the gift of the Holy Ghost. **3.** Before we went out, it was raining. **4.** We will wait in the spirit world until we are resurrected. **5.** After we are resurrected, we will be judged. **6.** I didn't know whether or not this church was true until I prayed seriously. **7.** After we sing, Sister Lee will offer the opening prayer. **8.** I'll pray until God answers me. **9.** Before we arrived, Jack was reading his Book of Mormon.

D. **1.** After the missionaries taught Jane about the Restoration of the gospel, Jane prayed about it. **2.** Sister Tuitupo is going to be transferred to a different area. I will be very sad when she leaves. **3.** As soon as they received their temple recommends, Sarah and Jeff go to the temple together. **4.** Before Jennifer decided to get baptized, she asked her parents for permission. **5.** We will come and visit you when we are in the area. **6.** Rachel was very excited when she heard about the Word of Wisdom. **7.** They called the missionaries after their friends told them about the church. **8.** The Smith family decided to get baptized before they finished all the missionary discussions. **9.** Elder Smith was reading the scriptures while his companion taking a shower.

E. **2d.** We receive the gift of the holy ghost after we are baptized. **3g**. We turn away from sin when we sincerely repent. **4e.** We will be judged after we are resurrected. **5a.** I talked with our mission president while we were at the zone conference. **6c.** I decided to join the Church when I felt the Spirit. **7b**. We will leave for the temple as soon as the other missionary

are here. **8i.** Ken decided to go on a mission as soon as he turned 19 years old. **9h.** Jack used to drink coffee until he learned about the Word of Wisdom. **10j.** Joseph Smith decided to pray and ask God after he read James 1:5

Review: Narrating Experiences and Telling Stories

A. **1.** How long have you prayed for? **2.** Joseph Smith translated the Book of Mormon. **3.** Nephi saw the same vision as his father. **4.** While I was reading the Book of Mormon, I found an answer to my question. **5.** God called Noah to be a prophet. **6.** When the people gathered around Christ, He taught them. **7.** The fall brought death and sin into the world. **8.** When did you come here? **9.** Last night, before I went to bed, I prayed with my wife. **10.** Last Sunday, we went to church, partook of the sacrament, and listened to testimonies.

B. **1.** I learned that God had a plan for me. **2.** Did you read the chapter? **3.** What did Christ do while he was on the earth? **4.** We were praying when you called us. **5.** Christ died for all of God's children. **6.** Lehi gave counsel to his sons before he died. **7.** I pray for help before I teach each lesson. **8.** While I was confirming appointments on the phone, my companion washed the dishes. **9.** While Jane was listening to Elder Smith's testimony, she felt the Spirit. **10.** He didn't know about this church until he met the missionaries. **11.** As soon as she received permission from her parents, she got baptized. **12.** Jack was looking for his Book of Mormon. **13.** I didn't understand the guidance of the Spirit until I read the Book of Mormon.

24 Factual Conditionals

A. **2g.** If you are an investigator, you want to know about the Church. **3f.** If you are a bishop, you preside over a ward. **4h.** If you are a mission president, you preside over a mission and its missionaries **5a.** If you are patient, you don't lose your temper. **6.d** If you are disobedient, you cannot have the Spirit. **7e.**If you are a home teacher, you visit a family and share a monthly message from the First Presidency. **8c.** If you are a trainer, you train a new missionary for six weeks. **9i.** If you receive referrals, you immediately contact the families and make appointments. **10.** If you have a testimony of the gospel, you believe that Jesus Christ is the Only Begotten Son of God and the Savior and Redeemer of the world.

B. **1.** If you share the gospel with others, the Lord will bless you. **2.** If he can hold the priesthood, he will have the authority to administer ordinances. **3.** If you follow the teachings of Jesus Christ, you will find peace in this life. **4.** If you go straight, you will find the Stake Center on your right. **5.** If we endure to the end, we will live with God again. **6.** If you pray about our message, the Holy Ghost will testify the truthfulness of it. **7.** Whenever people reject the Lord's prophet, they distance themselves from God. **8.** When Jane feels lonely, she prays. **9.** Whenever you keep the commandments, you will be worthy of the companionship of the Holy Ghost. **10.** Whenever God give commandments, He prepares a way to accomplish it.

D. **1.** If you don't pray about the Book of Mormon, you cannot know the truthfulness of it. **2.** If you have faith in Christ, you will be able to quit smoking. **3.** If you consistently read the Book of Mormon, you will feel peace. **4.** If you obey the Word of Wisdom, you will receive blessings. **5.** If you read the Book of Mormon, you can strengthen your testimony. **6.** If you pray, you will receive an answer. **7.** If you go to Church, you will feel the Spirit. **8.** If you follow the mission rules, you will become a successful missionary.

Review: Cause and Effect

A. **1.** When we get baptized, we promise we will follow Christ. **2.** If you obey God, you will be happier. **3.** When we choose to live according to God's plan for us, our agency is strengthened. **4.** If we keep God's commandments and make right choices, we will learn and understand. **5.** Whenever I feel sad, I read the Book of Mormon and feel better. **6.** If you follow the things the mission president says, you will see success. **7.** If you read the Book of Mormon and pray about it, you will know that it's from God. **8.** Whenever I go to the temple, I learn something new. **9.** If you faithfully pay your tithing, God will meet your needs. **10.** When you get baptized, we promise to follow God's commandments. **11.** If we endure to the end, we will be able to live with God again.

Appendices

1. Irregular Verbs

Examples: They **go** to church. (Base Form) They **went** to church. (Simple Past)
They have **gone** to church before. (Past Participle)

Base Form	Simple Past	Past Participle	Base Form	Simple Past	Past Participle
arise	arose	arisen	hold	held	held
awake	awoke	awoken	hurt	hurt	hurt
be	was/were	been	keep	kept	kept
beat	beat	beaten	kneel	knelt	knelt
become	became	become	knit	knitted	knit
begin	began	begun	know	knew	known
bend	bent	bent	lay	laid	laid
bet	bet	bet	lead	led	led
bite	bit	bitten	leap	leapt	leapt
bleed	bled	bled	leave	left	left
blow	blew	blown	lend	lent	lent
break	broke	broken	let	let	let
bring	brought	brought	lie (*lie down*)	lay	lain
build	built	built	light	lit/lighted	lit/lighted
burn	burned/burnt	burned/burnt	lose	lost	lost
burst	burst	burst	make	made	made
buy	bought	bought	mean	meant	meant
catch	caught	caught	pay	paid	met
choose	chose	chosen	prove	proved	proved/proven
cling	clung	clung	put	put	put
come	came	come	quit	quit	quit
cost	cost	cost	read	read*	read*
creep	crept	crept	ride	rode	ridden
cut	cut	cut	ring	rang	rung
deal	dealt	dealt	rise	rose	risen
dig	dug	dug	run	ran	run
dive	dived/dove	dived	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	seek	sought	sought
dream	dreamed/dreamt	dreamed/dreamt	sell	sold	sold
drink	drank	drunk	send	sent	sent
drive	drove	driven	set	set	set
eat	ate	eated	sew	sewed	sewn/sewed
fall	fell	fallen	shake	shook	shaken
feed	fed	fed	shave	shaved	shaved/shaven
feel	felt	felt	shine	shone	shone
fight	fought	fought	shoot	shot	shot
find	found	found	show	showed	shown
fit	fit	fit	shrink	shrank/shrunk	shrunk/shrunken
flee	fled	fled	shut	shut	shut
fling	flung	flung	sing	sang	sung
fly	flew	flown	sink	sank	sunk
forbid	forbade	fobidden	sit	sat	sat
forget	forgot	forgotten	sleep	slept	slept
forgive	forgave	fogiven	slide	slid	slid
freeze	froze	frozen	speak	spoke	spoken
get	got	got/gotten	speed	sped	sped
give	gave	given	spend	spent	spent
go	went	gone	spill	spilled/spilt	spilled/spilt
grind	ground	ground	spin	spun	spun
grow	grew	grown	spit	spit/spat	spat
hang	hung	hung	split	split	spilt
have	had	had	spread	spread	spread
hear	heard	heard	spring	sprang	sprung
hide	hid	gidden	stand	stood	stood
hit	hit	hit	steal	stole	stolen

Base Form	Simple Past	Past Participle	Base Form	Simple Past	Past Participle
stick	stuck	stuck	throw	threw	thrown
sting	stung	stung	understand	understood	understood
stink	stank/stunk	stunk	upset	upset	upset
strike	struck	struck	wake	woke	woken
swear	swore	sworn	wear	wore	worn
sweep	swept	swept	weave	wove	woven
swim	swam	swum	weep	wept	wept
swing	swung	swung	win	won	won
take	took	taken	wind	wound	wound
teach	taught	taught	withdraw	withdrew	withdrawn
tear	tore	town	wring	wrung	wrung
tell	told	told	write	wrote	written
think	thought	thought			

*Even though the spelling is the same for all three words, the past tense and past participle are pronounced like the color *red*.

2. Regular and Irregular Nouns

A. Regular Plural Nouns

Most nouns are regular and predictable in the spelling of the plural form. Add -s to the end of the singular form or -es to those singulars that end in /s/, /z/, /ts/, /dz/ sounds. Additionally, if the singular ends with -y (and the -y is not preceded by a vowel or is not a proper name) the -y changes to -i and the plural is then -es.

Examples:

-s			*-es*			*-ies*		
boy	→	boys	horse	→	horses	missionary	→	missionaries
book	→	books	patch	→	patches	penny	→	pennies

B. Irregular Plural Nouns

Here is a list of nouns that are irregular. They have been grouped into categories based on spelling rules. The singular words are on the left, and their plural forms are on the right.

Change *-f /-fe* to *-ves*									
calf	calves	hoof	hooves	life	lives	self	selves	thief	thieves
elf	elves	knife	knives	loaf	loaves	sheaf	sheaves	wife	wives
half	halves	leaf	leaves	scarf	scarves	shelf	shelves	wolf	wolves

Change *-is* to *-es*									
analysis	analyses	basis	bases	diagnosis	diagnoses	hypothesis	hypotheses	synopsis	synopses
axis	axes	crisis	crises	emphasis	emphases	oasis	oases	thesis	theses

Change *-us* to *-i*					
alumnus	alumni	focus	foci	radius	radii
cactus	cacti	fungus	fungi	stimulus	stimuli

-os		*-oes*		*-os or -oes*	
alto	altos	echo	echoes	buffalo	buffalos/ buffaloes
auto	autos	hero	heroes	cargo	cargos/ cargoes
kilo	kilos	potato	potatoes	halo	halos/ haloes
memo	memos	tomato	tomatoes	mosquito	mosquitos/ mosquitoes
photo	photos			motto	mottos/ mottoes
piano	pianos			no	nos/noes
pro	pros			tornado	tornado/ tornados
solo	solos			volcano	volcano/ volcanoes
soprano	sopranos			zero	zero/ zeroes
studio	studios				

Change *-on* to *-a*	
criterion	criteria
phenomenon	phenomena

Vowel Change		Word Change		Different Ending	
fireman	firemen	person	people	child	children
foot	feet			ox	oxen
goose	geese				
louse	lice				
man	men				
mouse	mice				
tooth	teeth				
woman	women				

No Change					
cod	cod	fish	fish	sheep	sheep
deer	deer	offspring	offspring	trout	trout

3. Common Non-Count Nouns

Most nouns can be counted and use plurals. For example, 1 book, 2 books, 3 books. Non-count nouns cannot be counted because they are often thought of as wholes that are not divided into parts. They do not usually have a plural form. Here are some common non-count nouns divided by category. Remember that there are plenty of normal nouns that can also be counted in these categories.

Abstractions	Activities	Food	Liquids	Gases	Groups of Similar Items	Natural Events	Materials	Particles or Grains
advice	cycling	beef	blood	air	baggage	electricity	aluminum	corn
courage	homework	bread	coffee	exhaust	clothing	gravity	asphalt	dirt
enjoyment	housework	butter	gasoline	helium	furniture	heat	chalk	dust
fun	music	fish	milk	hydrogen	hardware	humidity	cloth	flour
help	reading	macaroni	oil	oxygen	luggage	moonlight	concrete	hair
honesty	singing	meat	soup	nitrogen	equipment	rain	cotton	pepper
information	sleeping	popcorn	syrup	pollution	mail	snow	glue	rice
intelligence	soccer	pork	tea	smog	money	sunshine	lumber	salt
knowledge	work	poultry	water	smoke	software	thunder	wood	sugar
patience	worship	toast	wine	steam	vocabulary	weather	wool	wheat

4. Common Verbs followed by the Gerund (Base form of Verb + *ing*)

Examples: They **enjoy studying** the scriptures. They should **complete reading** the Book of Mormon by next week.

acknowledge	consider	explain	justify	prevent	resume
admit (to)	contemplate delay	excuse	keep (*continue*)	prohibit	risk
advise	deny	feel like	look forward to	quit	spend (time)
appreciate	detest	finish	permit	recall	stop
avoid	discuss	forbid	postpone	recommend	suggest
be accostomed to	dislike	forgive	put off	regret	tolerate
be used to	dispute	get through	mention	remember	understand
can't help	endure	give up (*stop*)	mind (*object to*)	report	waste (time)
celebrate	enjoy	get used to	miss postpone	resent	
complete	escape	imagine	practice	resist	

Note: *Italicized* words show meaning. Other words added to the verb show prepositions or words that are commonly used with these verbs.

5. Common Verbs followed by the Infinitive (*To* + Base form of Verb)

Examples: They **want** to come to church on Sunday. We will **arrange** to pick them up.

afford	can't afford	detest	like	prepare	swear
agree	can't wait	expect	long	proceed	threaten
aim	care	fail	love	promise	try
appear	choose	forget	mean	propose	use
arrange	condescend	get	need	refuse	wait
ask	consent	happen have	neglect	remember	want
attempt	continue	hesitate	offer	request seem	wish
be able	dare	hope	ought	start	
beg	decide	hurry	plan	stop	
begin	deserve	intend	prefer	strive	

6. Common Verbs followed by the Gerund or infinitive

These verbs can be followed by a gerund or infinitive and often have similar meanings.

Examples: I **can't stand** to leave. I **can't stand** leaving.

Verbs with * have very different meanings depending on whether they are followed by gerunds or infinities.

Examples: They **stopped** reading the scriptures. They **stopped** to read the scriptures.

See the Infinitives chapter under *Learn the Meaning* for a further explanation.

begin	continue	hate	love	remember*	stop*
can't stand	forget*	like	prefer	start	try

7. Contractions

A. Simple Present and Present Progressive Tense

Contractions with *Be*

					Simple Present	Present Progressive Tense
I am	→	**I'm**			I'**m** a missionary.	I'**m learning** English.
you are	→	**you're**			You'**re** enthusiastic.	You'**re making** good progress.
he is	→	**he's**			He'**s** my companion.	He'**s teaching** a lesson.
she is	→	**she's**			She'**s** new.	She'**s coming** right now.
it is	→	**it's**			It'**s** great here.	It'**s snowing**.
we are	→	**we're**			We'**re** from your ward.	We'**re living** in this apartment.
you are	→	**you're**			You'**re** good at this.	You'**re speaking** more fluently.
they are	→	**they're**			They'**re** excited.	They'**re driving** here.

Negative

I am not	→	**I'm not**			I'**m not** tired yet.	I'**m not** going yet.
you are not	→	**you're not**	or	**you aren't**	You'**re not** homesick.	You **aren't** speaking today.
his is not	→	**he's not**	or	**he isn't**	He **isn't** late.	He'**s not** coming.
she is not	→	**she's not**	or	**she isn't**	She'**s not** ready.	She **isn't** playing.
it is not	→	**it's not**	or	**it isn't**	It'**s not** important.	It **isn't** working correctly.
we are not	→	**we're not**	or	**we aren't**	We **aren't** finished.	We'**re not** working tomorrow.
you are not	→	**you're not**	or	**you aren't**	You'**re not** assigned.	You **aren't** listening.
they are not	→	**they're not**	or	**they aren't**	They'**re not** committed.	They **aren't** making friends.

Contractions with *Do Not*

do not	→	**don't**	They **don't** come.	
does not	→	**doesn't**	It **doesn't** work.	

B. Simple Past Tense and Past Progressive Tense

Negative Contractions with *Be*

			Simple Past	Past Progressive Tense
was not	→	**wasn't**	She **wasn't** there.	He **wasn't** progressing.
were not	→	**weren't**	They **weren't** ready.	They **weren't** dirving.

Contractions with *Do Not*

did not	→	**didn't**	We **didn't** go.

C. FutureTense

Contractions with *Will*

FUTURE WITH WILL

I will	→	**I'll**	**I'll** call you.
you will	→	**you'll**	**You'll** be there soon.
he will	→	**he'll**	**He'll** retire soon.
she will	→	**she'll**	**She'll** send me a picture.
it will	→	**it'll**	**It'll** be nice.
we will	→	**we'll**	**We'll** go there together.
you will	→	**you'll**	**You'll** serve a mission.
they will	→	**they'll**	**They'll** be here soon.

NEGATIVE

will not	→	**won't**	He **won't** come.

Contractions with *Be going to*

FUTURE WITH BE GOING TO

I am going to	→	**I'm going to**	**I'm** going to remember this.
you are going to	→	**you're going to**	**You're** going to catch a train.
he is going to	→	**he's going to**	**He's** going to make some changes.
she is going to	→	**she's going to**	**She's** going to be so happy with this.
it is going to	→	**it's going to**	**It's** going to break.
we are going to	→	**we're going to**	**We're** going to stop.
you are going to	→	**you're going to**	**You're** going to like this.
they are going to	→	**they're going to**	**They're** going to join the church.

D. Present Perfect

Contractions with *Have*

PRESENT PERFECT TENSE

I have	→	**I've**	**I've seen** this before.
you have	→	**you've**	**You've** already **read** that part.
he has	→	**he's**	**He's known** all along.
she has	→	**she's**	**She's taken** that class.
it has	→	**it's**	**It's been** a long time.
we have	→	**we've**	**We've heard** that before.
you have	→	**you've**	**You've made** a great point.
they have	→	**they've**	**They've got** a lot to do.

NEGATIVE

have not	→	**haven't**	We **haven't seen** it yet.
has not	→	**hasn't**	It **hasn't arrived**.

E. Modals and Expressions

can not *or* cannot	→	**can't**	She **can't** attend.
could not	→	**couldn't**	We **couldn't** reach them.
should not	→	**shouldn't**	He **shouldn't** drink that.
had better	→	**'d better**	You**'d better** stop.
would prefer	→	**'d prefer**	I**'d prefer** water.
would not	→	**wouldn't**	He **wouldn't** know.
would rather	→	**'d rather**	**They'd rather** not go.

8. Common Non-Action (Stative) Verbs

Stative verbs are not usually used in progressive form.

Examples: We desire for you to be baptised. NOT ~~We are desiring for you to be baptized.~~

I agree with you. NOT ~~I am agreeing with you.~~

Emotions	Mental States		Wants & Preferences	Possession	Senses & Perceptions	Appearance
admire	agree	mean	desire	belong	feel	appear
adore	assume	presume	need	have	hear	be
appreciate	believe	realize	prefer	own	notice	feel
care	consider	recognize	want	possess	observe	look
dislike	disagree	rememeber	wish		perceive	represent
doubt	disbelieve	see (*understand*)			see	resemble
envy	estimate	suppose			smell	seem
fear	expect	suspect			taste	signify
hate	feel (*believe*)	think (*believe*)				smell
hope	find	understand				sound
like	guess	wonder				taste
love	hesitate					
regret	hope					
respect	imagine					
trust	know					

9. Some Common Transitive Separable Phrasal Verbs

Transitive phrasal verbs have direct objects.

Examples: I need to figure out my problem.

I need to figure my problem out.

Note: There are often many meanings for phrasal verbs. Only one common meaning has been given here unless there are multiple meanings that might be useful to you as a missionary.

s.t. = something *s.o.* = someone

Phrasal Verb	Meaning	Example Sentence
ask *s.o.* **over**	invite	They asked us over for dinner.
bring *s.t.* **about**	accomplish, cause to happen	God has commenced his work to bring about the restoration.
bring *s.o./s.t.* **back**	return	God will restore and bring back his children.
bring *s.t.* **up**	introduce	The missionaries brought up the topic of baptism
bring *s.o.* **up**	rear, teach	Parents should bring their children up in righteousness.
brush *s.t.* **off**	ignore	He brushed off the suggestion without seriously thinking about it.
build *s.t.* **up**	add to, develop	We must build up the kingdom of God on the earth.
call *s.o.* **back**	return a call	Preseident Jacobs asked you to call him back tonight.
call *s.o.* **up**	make a call	I need to call up the zone leaders.
check *s.t.* **off**	mark	That is finished, so we can check it off our list.
cheer *s.o.* **up**	make happy	The doctrine of eternal families cheered them up.
clean *s.o./s.t.* **up**	make tidy, clean	We should help them clean up their yard. It is very messy.
clear *s.t.* **away**	remove, tidy	May we help you clear the dishes away?
clear *s.t.* **up**	clarify	Do you have any questions we can help you clear up?
cover *s.o./s.t.* **up**	cover completely	Some people attempt to cover up their sins.
cut *s.o./s.t.* **off**	isolate, disconnect	The Lord will cut the wicked off.
do *s.o.* **over**	do again	If you make a mistake, just do it over.
draw *s.t.* **up**	make a document draft	They drew up a plan for the fireside.
drink *s.t.* **up**	drink completely	He drank it up.
drop *s.o./s.t.* **off**	take someplace, deliver	The Elders will drop the report off in the morning.
eat *s.t.* **up**	eat completely	The seagulls ate up all the crickets.
figure *s.o./s.t.* **out**	consider and understand	It is difficult for some people to figure out Isaiah's prophecies.
fill *s.t.* **up**	fill completely	Please fill the gas tank up on Saturday.

find *s.t.* **out**	discover, learn information	Each person has to find out the truth.
finish *s.t.* **up**	complete	Let's finish up this chapter and then go to sleep.
give *s.t.* **up**	quit	He gave up smoking to joing the church.
hand/turn *s.t.* **in**	submit	We will hand the report in to you tomorrow.
hand *s.t.* **out**	distribute	We can meet the new ward members when we hand out programs.
hang *s.t.* **up**	end a phone call	Just hang up when you have finished the call.
heat *s.t.* **up**	make warm	Let's heat some soup up for lunch.
help *s.o./s.t.* **out**	assist	What can we do to help out our investigators?
keep *s.o./s.t.* **away**	cause to stay at a distance	We need to keep him away from the casino.
laugh *s.t.* **off**	disregard, to not let it worry you	He laughed off the rude comment.
lay *s.t.* **aside**	dismiss	We should lay aside worldly disctractions.
laid *s.t.* **down**	give, sacrifice	The Savior has laid down his life for us.
lay *s.o.* **off**	end employment	He was laid off last week and they are worried about finances.
lay *s.t.* **up**	store	"Lay up for ourselves treasures in heaven..."
lift *s.o./s.t.* **up**	elevate, glorify	"Lift up the hands that hang down, and strengthen the feeble knees."
look *s.o./s.t.* **over**	examine	We will look the ward mission plan over and call you tomorrow.
look *s.t.* **up**	try to find	Please look up this scripture and read it.
make *s.t.* **up**	create, decide	Make up your mind to serve God diligently.
open *s.t.* **up**	open completely	We open the chapel up every Sunday morning.
pass *s.o./s.t.* **up**	decide not to use	He passed up the opportunity to serve, and always regretted it.
pass *s.t.* **out**	distribute	He passed reading assignments out to his Sunday School class.
pick *s.o./s.t.* **out**	select	She picked out some songs for the fireside.
pick *s.o./s.t.* **up**	lift, give a ride	We will pick them up for church on Sunday.
put *s.o./s.t.* **aside**	ignore, leave and forget	Time is a treasure that we should not put aside.
put *s.t.* **away**	tidy	The children put away their toys before our lesson.
put *s.t.* **back**	return to the original place	Please put everything back after the meeting.
put *s.t.* **down**	stop holding	Please come in and put your bags down over there.
put *s.t.* **off**	postpone	They put our appointment off until next week.
put *s.t. /s.o.* **on**	cover the body	He put his nametag on.
put *s.t.* **together**	assemble	Sister Tan has put together an amazing book on her family history.
put *s.t.* **up**	erect	They put the tables up in the recreation hall.
raise *s.o.* **up**	train, nurture	The Lord will raise up a pure people.
run *s.t.* **off**	print	We will run off the programs for the baptism.
set *s.o./s.t.* **aside**	1. ignore, save for later	As missionaries, we must set the things of the world aside.
	2. reserve	Each day, we should set aside some time to study.
set *s.t.* **up**	prepare for use	The Young Men set up the chairs for the meeting.
sign *s.o.* **up**	volunteer, agree	She signed her husband up to help.
split *s.o./s.t.* **up**	divide	We need to split the children up into groups for this primary song.
start *s.t.* **over**	start again	If the computer program quits, you must start it over.
take *s.o./s.t.* **back**	return	She took the hymn book back to the chapel.
take *s.t.* **over**	gain control	The Bishop took over the meeting when he returned.
talk *s.t.* **over**	discuss	We would love to come back and talk this over with you some more.
tell *s.o.* **off**	berate	The parents told the children off for running in the hallway.
think *s.t.* **over**	consider	I need to think this decision over some more.
think *s.t.* **up**	invent	Can you think up some new ways to teach this principle?
throw *s.t.* **away/out**	discard	Those papers are old now so you can throw them away.
try *s.t.* **out**	use to see if it works	I can't wait to try out the new phrases that I have learned.

*This phrasal verb is usually followed by a gerund. See *Chapter 13 Gerunds*.

turn *s.o./s.t.* **down**	reject	They turned down our offer of help.
turn *s.t.* **down/up**	lower/raise	It's so loud. Shall we ask them to turn the volume down?
turn *s.t.* **on/off**	start/stop a machine or light	Who is turning the lights on and off?
use *s.t.* **up**	consume, use entirely	We need to go to the store because we used up all our food.
work *s.t.* **out**	solve, satisfy	They have some communication issues to work out.
write *s.t.* **down**	write on a piece of paper	Can you please write down your address and phone number.
write *s.t.* **up**	write in a finished form	They will write up the program and show us at the next meeting.

10. Some Common Intransitive Phrasal Verbs

Intransitive phrasal verbs do not take objects and are not separable.

Examples: She stood up to give her talk.

I grew up in Taiwan.

Phrasal Verb	Meaning	Example
break down	stop working	The car broke down.
calm down	become peaceful	The speaker calmed down when he found his notes.
catch up	approach, meet	Catch up to your companion. He is cycling too far ahead of you.
cheer up	become happy	They cheered up after our lesson.
come about	happen	The change came about gradually.
come in	enter	What time did they come in last night?
come out	appear	The rain has stopped and the sun has come out.
cry out	exclaim	Jesus cried out to his Father while on the cross.
dress up	put on your best clothes	People dress up for church in order to show respect.
drop in	visit unexpectedly	Do you mind if we drop in some time this week?
drop out	quit	He dropped out of college last year.
eat out	eat in a restaurant	I think their family eats out a lot.
empty out	empty completely	The building emptied out quickly after church.
fall away	leave	Their family fell away from the church when she was a teenager.
fall over	trip	Don't fall over on the ice.
follow through	complete	We need to follow through with this project because it is important.
follow up	continue researching	Can you follow up on this assignment during the week?
get along	1. relate well	Missionaries need to get along with their companions.
	2. survive	I hope you can get along without me while I am gone.
get back	return	What time did you get back?
get off	disembark	We need to get off the train at the next station.
get together	meet	Our ward likes to get together for regular activities.
get up	arise from bed	Get up! The alarm just went off.
go on	continue	Please go on. I want to hear more.
grow up	become an adult	My children will grow up knowing the fulness of the gospel.
keep away	stay at a distance	We should keep away from evil influences.
keep on*	continue	I think we should keep on tracting for one more hour.
keep up	go as fast as	You read so fast that I can't keep up with you.
make up	compensate	He worked hard and tried to make up for the poor start.
pass away	finish, die	Someone in our ward passed away recently.
pitch in	work together	We all need to pitch in and help the new family move their belongings.
put off	remove	The scriputres counsel us to put off the natural man.

put forth	exert	I think we need to put forth more of an effort to help them understand.
reach out	extend, communicate	The ward reached out to help the new converts in the ward.
run out	not have enough	We have run out of pass along cards.
set out	begin a project	Missionaries set out to preach the gospel.
show up	appear	We were suprised at how many people showed up to the activity.
stand up	display belief	Stand up for what is right.
start over	start again	I finished reading the Book of Mormon today. I will start over again tomorrow.
stay up	remain awake	Many parents stay up and wait for their children when they are out at night.
straighten up	make neat	We need to straighten up the appartment.
take off	depart (a plane)	The plane took off on time.
turn up	appear	More people turned up than we expected.
wake up	awaken	Some people have a hard time waking up early in the morning.
watch out	be careful	We need to watch out for things that could waste our time and lead to addiction.
wear off	diminish, disappear	The scriptures are so well-used that the name has worn off.
work out	1. happen	Things do not always work out as we plan.
	2. achieve	We cannot work out our salvation alone.
	3. exercise	We worked out for forty-five minutes.
	4. solve, correct	He has given us time to work out our mistakes.

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